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AUTHOR Tucker, Mark
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ABSTRACT

Five years of operation of the Wabash College Library Project are reviewed and analyzed for the Council on Library Resources, which funded the project. The project is described as one which uses upper division student assistants to provide contact with and library instruction for newer students in freshman tutorials, classes, residences, and the library itself. The narrative portion of the paper provides a profile of the college and describes changes which evolved in the program over the years, the role of student assistants, evaluation procedures, and the impact of the project. Several critiques by students and others also are included here. Appendixes, which make up the major part of the report, include the original proposal, evaluation instruments, materials developed for the project, and several articles about the project reprinted from other sources. (LS)

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FIVE-YEAR

REPORT AND EVALUATION ON

PROJECT CLR No. 486

PRESENTED TO THE

COUNCIL ON LIBRARY RESOURCES

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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by
Mark Tucker
Lilly Library, Wabash College
Crawfordsville, Indiana
December, 1975

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INTRODUCTION

The written proposal from the Lilly Library, Wabash College to the Council on Library Resources focused on the following statement, "Our aim is to change our concept of the library from that of a storehouse of information to that of a workshop of the liberal arts".[1] This idealistic phrase appeared in reports published by the Council and it influenced the thinking of persons who participated in various phases of the project. The enthusiasm it suggests is especially evident in the "Wabash College Library Project" authored by Charlotte Millis and Donald Thompson.[2] However, it should be remembered that students, faculty, library staff, and other interested individuals developed varying opinions as to the meaning of this phrase. And when the variety of ideals merged and crystallized into specific programs we found ourselves limited as well as challenged by our own thinking. Thus, five years of additional money and re-directed thought and planning about the library's role in the Wabash community have resulted in unsuccessful as well as successful efforts. This report necessarily features both.

Those faculty who expressed interest in the project were able to readily observe the connection it could have with the curriculum. While members of the library staff saw the same connection, they also saw the project in the context of bibliographic and orientation instruction efforts being undertaken by colleges and universities nationwide. In addition to these views of the project, it can be said that the aforementioned ideal statement bespeaks more than bibliographic instruction or the curriculum connection. It suggests greater visibility for the library throughout the Wabash community, more observable activity within the building's walls,

and a noticeable increase in the quality and the diversity of demands made on the library by its patrons.

An assessment of these activities is contingent on our perception of the philosophy underlying the grant. We believe that our goals have been to instruct students in using tools of the intellectual trade, thereby broadening the points-of-view to which they have recourse in their exploration of the arts and sciences, and to further develop their discriminatory skills in the handling of knowledge. Ultimately, our aim has been to reach a large portion of the student body, not with highly selective bibliographic instruction (such as we have offered student assistants), but with instruction available to students during that particular moment when they express their classroom-related needs. This, too, is an ideal, one which is shared by many of our faculty and which has significantly affected library service at Wabash.

PROFILE OF WABASH COLLEGE

Wabash has been an appropriate place in which to attempt a program dealing with bibliographic instruction. The reason is that it takes pride in a strong curricular emphasis on the liberal arts and sciences, an emphasis which firmly stamps the college as one which offers a traditional education. It is traditional enough that students may still study the classics if they so desire, as well as philosophy, rhetoric, mathematics, and the natural sciences which have been necessary components of the curriculum since its earliest beginnings. Further, as indicated by the North Central Association report in 1973, Wabash strives for excellence, and one cannot be on the campus "for long without developing a deep respect for its history and present program."[3]

What Wabash is and proposes to be is not inconsistent with statements in the promotional literature: small, for men only, and liberal arts.[4] It is also highly pre-professional: law, medicine, and business. Where its academic reputation is concerned it is quite self-conscious: more than one faculty member has mentioned the Comparative Guide to American Colleges which refers to the college as "primarily scholarly rather than intellectual."[5] About 80% of the faculty have Ph.Ds and 60% of the school's graduates continue education in graduate or professional programs; the Comparative Guide rates Wabash as having a "highly selective" admissions policy.

The single characteristic which is perhaps most pertinent to bibliographic instruction at Wabash and at the same time critical to its survival is the unique set of revered traditions, idiosyncratic life-styles, and patterns of thought and behavior which comprise what is

locally known as the "Wabash community". While Wabash has much in common with other small colleges it is different (in that sense unique), as every college is different. It has its own parameters of action, its own notions of what is innovative, what is "tried and true," and what is of intellectual merit. More than any other single factor, the real character of a college defines what librarians can do for students, especially if what is attempted is to merit faculty support and if it is to have a meaningful interface with curricular objectives. Thus, while an admittedly subjective description of the Wabash character is presented, it will be one which tries to outline factors that have both inhibited and encouraged the success of the library project.

Where the project is concerned, the teaching and learning environment made up of students, faculty, and library contains noticeable though not insurmountable barriers. One such barrier was identified by the North Central Association report on the college: it is a place which seeks to cultivate in students the ethic of rugged individualism, of personal independence. Thus, the Wabash man does not seek assistance; he tackles problems singlehandedly as they arise. The reverse of this approach, however, is that some students "sense that perhaps this product is less than a complete human being and that perhaps other personal qualities such as sensitivity, compassion, social awareness, and cooperation might also be aims of Wabash."[6] Effective bibliographic instruction must be tailored, however, to fit whatever personal qualities characterize the community.

A second inhibiting factor is altogether as problematical as the first: that the Wabash man as long as he is an undergraduate is concerned

with the content rather than the process of his education. Teachers place exceedingly primary emphasis on the liberal arts (an order of priorities with which we as librarians heartily concur) and are generally disinterested in applied or practical as opposed to theoretical course content. In this context bibliographic instruction is thought to be method-oriented (therefore insubstantial and worthy of little real consideration), particularly when compared with pedagogical emphasis on the likes of Darwin, Aquinas, or Sophocles.

A third factor opposing the project is somewhat akin to the second but is not by any means unique to Wabash: the college has been influenced by what Earlham Librarian, Evan I. Farber, terms the "university-library syndrome."[7] Facets of this syndrome are indentified by selections from Mr. Farber's article on the subject.

> ...faculty...view the college library's realtionship to their teaching much as they viewed their university library's relationship to their graduate studies.... The faculty member's academic background and training work against an understanding of the proper role of the college library. He has been trained as a scholar-researcher and is not really interested in <u>how</u> his students use the library; he, after all, learned to use it in his discipline and he assumes students can also. Moreover, if students need help, they can either come to him and he'll recommend titles they should use, or they can of course ask the reference librarian. Rarely does it occur to him that learning <u>how</u> to use the library intelligently and independently is not only a desirable part of the educational process but will also permit students to do better work for him, and certainly the idea that anyone else can lead his students through the intricacies of his discipline's material is foreign to him.[8]

Farber also describes the library experiences of faculty who earned degrees in large universities.

> ...faculty have had their closest library relationships with those members of university library staffs who work in the same subject areas, who have the same academic interests; these have increasingly been the subject specialists on whom the research scholar could depend for information.... [A dependency on the subject specialist] carries over to the college library, though the need for the subject specialist isn't there. As a matter of fact, his approach isn't even desirable in working with undergraduates, but the college professor, because he assumes that the college library's purposes are similar to the university's, while also noting that the college staff doesn't know as much about his field as did the university library's subject specialist whom he'd always depended upon, takes upon himself the library responsiblities for his students and for the collection even though the college librarian is much more suited for this than the specialist would be.[9]

Mr. Farber, being the fair man that he is, also describes librarians' unwitting or witting complicity in the syndrome. Suffice it to say that the Wabash library staff need not specify its shortcomings and biases here as these should become apparent throughout the report as a whole. The "university library syndrome" touches the Wabash man in that such a context often makes it either difficult or unnecessary for him to express his information needs. We hasten to add that these barriers are generalizations and they are not so pervasive or consistent as to describe the institution as a whole, or to render bibliographic instruction ineffectual.

On the contrary, our plus-factors are more easily observable, especially to those unfamiliar with Wabash. First among these is that small contingent of teaching faculty who themselves are library-users and who find it both natural and necessary to demand heavy library use from their students. In addition, the college is largely a faculty-

governed institution and the classroom teacher has input into library operations at several junctures: faculty meetings, the faculty library committee, the budget committee (composed of three administrators and two elected faculty), and the close personal relationships which are inherent in most small colleges. Faculty perceptions of the library are those adopted and defined by other faculty - usually men who by professional need or personal inclination have taken the most direct interest in library affairs.

Secondly, it should go without saying that the Lilly Library owes much to the impetus provided by CLR funding. The grant encouraged the library to increase its staff both at the professional and at the student levels. More importantly it forced librarians and interested faculty to explore more effective orientation methods. It encouraged many faculty to think about the research needs of their students especially in relationship to specific courses.

A third factor is one of timing and of academic inclination on the part of the faculty. During the years of 1970-71 Wabash instituted Freshman Seminars in which faculty could design course content without regard to curricular restrictions and in which freshmen could experience a small, informally structured seminar. Since the seminars (now termed Freshman Tutorials) and the library project were initiated simultaneously, they lent themselves to a partnership in the interest of freshman orientation. Upperclassmen trained in the project had the dual role of assisting students in research and faculty in teaching.

Other positive factors have included administrative support from the project's inception, student interest which in some could be seen as a matter of intellectual self-preservation and, finally, Wabash's

absence of overly-bureaucratized structures capable of inhibiting innovation. The lack of bureaucracy alone should offer significant enough inducement for small colleges to consider orientation approaches which they have not tried before or which might simply be more intimately related to course content.

ADAPTATIONS IN THE STRUCTURE OF THE PROGRAM

This portion of our report need not concern itself with reciting in detail the aspects of our program which are described elsewhere[10] and which constitute its central thrust from the beginning. Briefly these aspects involve bibliographic instruction for juniors and seniors in seminars with the reference librarian. The upper division students would, in turn, be accessible to freshmen in the tutorials to which they were invited. This structure for the transfer of information was based on the assumption that students prefer consultation with fellow students to the seeking of help from older adults, i.e. library staff members. Another aim was that this effort would have a centrifugal effect: a measure of expertise could be transmitted from the librarian to the student assistant then to the freshman in his tutorial thereby involving increasing numbers of people.

Rather than fully restate the specifics, we here concentrate on descriptions of needs as we saw them and what we tried to do to alleviate those needs. In so doing we focus, as requested by the CLR,[11] on necessary changes as the program evolved. Inherent in this emphasis is a limited comment on the adaptability of members of the Wabash community interested in bibliographic instruction. Psychologist Herbert Gerjouy links the processes of change and learning in a statement we hope has undergirded our efforts.

> The new education must teach the individual how to classify and reclassify information, how to evaluate its veracity, how to change categories when necessary, how to move from the concrete to the abstract and back, how to look at problems from a new direction-how to teach himself. Tomorrow's illiterate will not be the man who can't read; he will be the man who has not learned how to learn.[12]

It is not coincidental that this ability to adapt is at the same time a skill we try to impart to student assistants and an ability for which we strive in the midst of program implementation. In such a situation, few things can be permanent including our own personal arrangements. Readers should know that Richard Strawn, Professor of French, directed the library project from 1970-1972 and was succeeded by Librarian Donald E. Thompson for 1972-1975. Charlotte Millis was Reference Librarian and responsible for implementation during 1970-1973. Her role was assumed by Mark Tucker during 1973-1975.

Other changes during the past five years cannot be as easily cataloged. Many at Wabash considered the CLR project to be an innovative and non-liberal arts program. It has been suggested that Wabash, while being an appropriate place, may not offer the ideal climate in which to put forth programs which can be described as innovative. The North Central Association Report commented on the Wabash Board of Trustees, "Of the twenty members [excluding the President of the College], eighteen are Alumni which does raise the question of the Board's ability to consider and reflect on alternative models in education."[13] In conjunction with this observation, two additional factors should be kept in mind: (1) that North Central went on to note that while Board members were well-informed on college affairs, their desire was to review rather than to direct academic policy, and (2) that the library project could not honestly be considered to approach "an alternative model in higher education." North Central's observation regarding the Board, however, needs to be considered for a true understanding of the educational climate in which the library project has operated. Further, if alternative models in higher education were to be developed at Wabash, it is not unreasonable to think that the library

project could have both a practical and philosophical impact on them.

The project often benefited from the suggestions of faculty about how to get at the process of bibliographic instruction. Idea exchanges occurred each year in meetings of the library committee, the tutorial faculty, and in less formal situations during cocktail hours and coffee breaks. One idea was the suggestion of Dr. Eric Dean, Chairman of the Humanities Division, that we try the "in-house" program in an effort to capitalize on the easy familiarity existing among fraternity brothers. The idea was that students not only would rather seek assistance from other students, they would (even more so) prefer to ask help from students they see on a daily basis. Hopefully, students could discuss research problems with their best friends in informal situations: dining halls, living quarters, fraternity reading rooms, playing fields, etc. While it has been determined that these kinds of exchanges rarely occurred (it seems that other items: politics, sex, recreational activities rank higher in fraternity "bull sessions"), there was the noticeable advantage that students who personally knew a reference assistant working in the library would feel freer to approach him than a student they did not know.

The in-house program was based on a cognizance of the realities of student housing at the college. These living arrangements have often inadvertently bred in students a sense of personal isolation which can be manifested in two areas of student life. Perhaps the most obvious example is the freshman who is many miles from home and without the use of private transportation; his week-end hours are especially difficult since the college is at least 45 miles from a major metropolitan area (Indianapolis) and about 30 miles from a major university (Purdue). Another reality is

that, oddly enough, few students become familiar with classmates outside their living units, except perhaps for fellow students they may meet during the junior or senior year who have declared the same major. But by the time students become upper classmen, attrition has taken its toll, and the sense of personal loneliness and isolation seem to be a part of the cause. The in-house program as we originally designed it did not work well, but our attempts to deal with the problems which gave rise to it are evident in one facet of the current program. Specifically, it is seen in our effort to hire and train reference assistants from as many living units as possible, thus increasing the number of students who might be personally acquainted with an assistant.

Other changes which occurred in the past five years included the physical format for instruction. When the project began Professor Strawn, Mr. Thompson, and Ms. Millis conducted a three-day workshop prior to each semester. These were attended by tutorial faculty and assistants. Weekly seminars replaced the workshops and by 1972 these were being conducted by the reference librarian working with student assistants only.

In the last three years tutorial faculty have tended to use student assistants less frequently. Several factors have been operative. (1) The tutorial itself is a non-traditional and unique experience at Wabash, thus it is an arrangement which demands constant re-definition. At one time it seemed that tutorial faculty were planning courses in which library use was a major factor. As they are currently understood, tutorials provide small seminars featuring written and oral expression as a primary purpose with subject matter being secondary. The kind of verbal give-and-take which faculty seek to foster in these classes seems to have only a

tenuous relationship with the depth of bibliographic instruction needed by the independent learner. (2) Several faculty after one or two attempts conceded an inability to use students effectively as reference assistants. Having observed graduate teaching assistants in university settings, perhaps they were unable to divorce that previous experience from their image of student assistants. Surely, for the most part, faculty were not likely to give up or even to share classroom teaching responsibilities, nor should they. The student assistant's role was to be outside of class, informal, how-to, when needed. Other possibilities regarding non-use of student assistants could be suggested, but one which seems especially pertinent is that use of student assistants requires a considerable amount of additional planning time for faculty in an already heavily loaded schedule. (3) Some faculty felt the need to select student assistants who were unusually interested or knowledgeable in the topic with which the tutorial was concerned. At times their fortune is finding such students was, at best, intermittent. (4) During the 1974-75 academic year a decision was made to withdraw the three semester hours of academic credit in independent study offered to library reference assistants for their work in the tutorials. While this decision may not have been unwise, it served to erode the connection between freshman tutorials and bibliographic instruction with student assistants. In the highly competitive pre-professional atmosphere which is true to the nature of Wabash College, financial remuneration and the love of learning are sometimes not sufficient incentives to students considering the role of library reference assistant. The reward in which they expressed the most immediate interest was that of academic credit. (5) In an era of tight budgets and fiscal restraint,

some faculty felt services rendered by reference assistants were simply not of sufficient value to warrant the current stipend of $150.00 per semester.

In lieu of the use of student assistants for tutorials, some faculty have chosen to ask the reference librarian to discuss certain resources with students in their classes. This arrangement has involved upper division courses as well as freshman tutorials. Such sessions have ranged in content from general remarks on subject headings and the card catalog to careful explanations about the terminology and reference material involved in the use of government publications. It should be noted that even though tutorial faculty are less inclined to employ student assistants, they are actively engaged in other methods of bibliographic instruction. One example is the topic of one of the tutorials scheduled for fall semester 1975. This course is taught by Professor Strawn and it attempts to demonstrate that knowledge is a vast interrelated network as it poses the question, "Once you find one piece of information, in what direction, or to what other specific fact does it lead you?" The research possibilities are minimally controlled and quite intriguing.

Another freshman tutorial scheduled for the fall semester of 1975 is to be conducted by Mr. Thompson and Mr. Tucker of the library staff. It is essentially an embellishment of material presented to reference assistants with study projects which demand that students develop sufficient familiarity with skills and resources for them to become independent learners. This tutorial is a pilot for possible entry into the curriculum as a credit, non-divisional elective.

Perhaps the most controversial aspect of the Wabash experiment has been our attempt to further the goals of the library project through the development of a multi-media program. In April of 1971 the subcommittee on Multi-Media Development of the Faculty Library Committee completed and distributed its report, "Recommendations for Multi-Media Development." The subcommittee was composed of two faculty members, two librarians, and a student representative selected by the Inter-Fraternity Council; its report featured these objectives:

1. With the growing emphasis on independent study, seminars, and reading courses, the undergraduate library, like the college in general, must create a warm, stimulating, less impersonal environment. Such an environment can be in itself conducive to learning.

2. An undergraduate library is a natural center for multi-media resources which facilitate the process of learning.

3. Because it is small, Wabash College can and ought to provide an opportunity for humane, individualized programs for both students and faculty, partly by the gradual adoption of new media.

4. In planning for multi-media development, the planners should bear in mind that the main focus must be on the requirements of individual students and teachers and not on uncritical endorsement of the media.... This requires an analysis of educational goals in terms of the intellectual and emotional needs of the students themselves.[14]

These objectives adequately meet the criteria for a successful program. They demonstrate a cognizance of national trends, the importance of the individual learner, an understanding of the place of the college library in the undergraduate curriculum, and the need for educational objectives to be analyzed and clarified.

When the subcommittee issued its report, two features of the proposed program were clearly perceived. The first was that the library should employ what we refer to as a "media services librarian" or "media specialist". This person would work with faculty in clarifying instructional objectives and in developing and creating multi-media software (slides, slide-tape presentations, video tapes) specifically for individual faculty preparing new courses or restructuring previous ones. The second was that the media specialist oversee an "Audio-Visual Laboratory". The AV lab would provide the space and the equipment for the production of non-print materials for the classroom as well as film rental and equipment repair for the campus at large. It was to be a centralized, campus-wide AV materials center to which any student or teacher could go for needed hardware and software.

The chain of events following the subcommittee report generally ran like this. (1) Larry Pepper, Media Services Librarian, was employed for 1972-73 and 1973-74. During these two years, media software (and equipment) was purchased with funds earmarked for the book budget. The theory behind this, of course, was that non-print media are simply an extension of the book. Mr. Pepper succeeded in completing a campus-wide inventory of audio-visual equipment, preparing and supervising a revision of a slide-tape presentation on how to use Biological Abstracts, and in acquiring and circulating a useful array of equipment. (2) Ms. Millis, a guiding force in the Subcommittee on Multi-Media Development, departed at the end of the 1972-73 academic year and was replaced by Mr. Tucker. (3) By the end of the academic year 1973-74, the administration had decided not to continue Mr. Pepper's contract in the face of its having

yet to make a "programmatic decision" regarding a centralized audio-visual center or its relationship to the library. (4) The library continued the program for one more year - the whole experiment having been managed without additional financial support for the purchase of equipment or materials for the center.

There were at least some faculty interested in the integration of non-print media into their classroom activities, and the library staff felt that the economic wisdom of a single centralized AV center should have been obvious. That the library failed to attract sufficient faculty or administrative support to insure a financial and philosophical base for its media program goes without saying. More importantly we need to ask why?

Reasons for our lack of success with this program can be only suggestive. We do think, however, that any or all of these may have been operative in varying degrees. Most notable perhaps was that the very presence of a media specialist implied to faculty that their teaching methods were in need of revision regardless of whether or not they were interested in newer methods. After the fact we know that the employment of a media specialist should have taken place only after much closer consultation and communication with the teaching faculty. It could also have been that the college's budgetary restraints were too severe to support a new full-time, long range position attended by the necessary equipment and supplies. In this connection, it should be mentioned that academic departments have continued to purchase equipment and supplies as needed rather than realize a savings by sharing resources through a centralized station.[15] It seems to us that underlying all of these factors is a reason lying

within the parameters of how the college views itself - as a traditional, faculty-governed, liberal arts college devoted to academic excellence. Given the reverence for history and traditions at Wabash there necessarily exists a caution on the part of the majority to adopt the non-traditional teaching methods inherent in the periphera of "new-fangled" teaching machines and the writing of instructional objectives. After four years of our multi-media experience we are not entirely sure that we disagree with our teaching colleagues.

We take justifiable pride in our program of bibliographic instruction designed to serve students in Speech I. "This course presents the fundamentals of speech composition and delivery." Students "compose and deliver speeches of information and speeches of persuasion. Basic problems in speech are considered and analysis made of video tape recordings."[16] Speech I has a high enrollment necessitating five or six sections in a given semester involving a majority of students in either their freshman or sophomore year. The structure for bibliographic instruction was adopted from the use of upper division student reference assistants in freshman tutorials. Thus, for this course, the program initiated in tutorials served as a pilot. Four mature students selected by the faculty of the speech department attend a weekly seminar (for eight weeks) with the reference librarian in which they accrue a familiarity with basic resources. This is essentially the same kind of learning situation that has characterized the training of student assistants since the project's inception.

In many respects these students are teaching assistants. They work with speech students in selecting topics, in suggesting methods of research and types of sources, in developing clarity of thought, in preparing out-

lines, and in practicing speeches. The assistants have regularly scheduled hours to meet speech students and they have in many cases developed a productive personal and working relationship. They have come to a new appreciation of the teacher's role in trying to deal with problems involving student inertia, lack of motivation, or poorly organized thinking. In some foreign students, they have helped to deepen a familiarity with the linear thought processes inherent in Western culture and education. They deal with the normal problem of a speaker's nervousness and from the librarians' and teachers' points-of-view are directly responsible for the fact that students make better researched speeches.

A student enrolled in Speech I makes five speeches in a given semester and has the opportunity to consult an assistant before and after each delivery. After the speech is completed a video tape is replayed and viewed jointly by the assistant and the student speaker. The tape replay offers opportunity for a qualified critique of posture, diction, hand movements, and other elements of a public speech. Thus, the student consults his assistant on a continuing basis throughout the semester; this aspect of the program, relying as it does on consistent reinforcement, is vital to a successful effort.

Students, faculty, and librarians alike are pleased with the results of this program now in its third semester of operation. Everyone involved can see an improvement in the style of student speechmaking and in the quality of supportive evidence. Narrative evaluations by assistants and completed questionnaires by students inform us that library materials (and how to use them) have been successfully integrated with course content and that the results are pedagogically satisfying.

PARTICIPATION BY STUDENT ASSISTANTS

It is surely evident in Ms. Millis' writings on Wabash that students have played a key role in helping the library promote and implement its program. Our deployment of student assistants has been a necessary element in the "centrifugal effect" as articulated in the Drexel Library Quarterly.[17] In answering the question as to why student assistants were "knitted into the plan" for bibliographic instruction Ms. Millis wrote:

> Integral to the library project is the thesis that a student will often consult another student for help before going to an adult. Accessiblity is an important factor. For this role of consultant, professors selected articulate and promising upperclassmen. 18

The idea that students can play a semi-independent and a catalytic role in the education of both themselves and their peers is entirely consistent with the college's self-perception - that it lives by an ethic of rugged independence and individualism.

> From its very beginning the college has steered an independent course. No fact of its history has been more important to the present character of the institution, for independence has always been an article of faith at Wabash. Because Wabash accepts no government funds, it enjoys a rare independence in determining its future and managing its own affairs. Respect for independence, in individuals and institutions, is fundamental to the philosophy of Wabash today.[19]

Without trying to assess the extent to which the college has been able to live up to this philosophy, it should be sufficient to say that it makes an honest attempt to do so. Therefore, the significant role of student assistants seems to be an example of what is characteristically

Wabash, that students can help to educate themselves in a unique, independent, and personal manner; and we will continue to make use of this particular method in the Speech I course.

We are aware that in some library circles our student assistant method would be controversial, and for some schools it is probably unworkable. Our method can work not only because of the nature of the institution, but also because Wabash manages to attract students of high quality and motivation: SAT scores both verbal and quantitative are up by 40 points over last year for incoming freshmen, the class of 1979. It should also be noted that a recent trend in the field of librarianship suggests that "library assistants" (loosely defined as people with work qualifications other than the earned fifth year degree) should rightfully be assuming many of the daily tasks that have traditionally been the function of professional librarians.[20] We see no reason why this trend could not be extended to intelligent, highly motivated undergraduates even though they are only part-time employees.

The student assistant method has reaped diminishing returns in freshman tutorials, but has worked well in Speech I and in other orientation and instruction-related activities. Examples of student work in related activities, cited more fully in the Thompson paper presented at Wooster College, include a slide tape presentation revised for instruction in using Biological Abstracts, work on printed handouts and guides to the library, a computer programmed instruction guide to the use of government documents, a bibliography of over 800 items on censorship, and a computerized bibliography of 2400 Afro-American titles in the Lilly Library.

Where bibliographic instruction touches freshman tutorials, we are dissatisfied with the results. Perhaps the success of students in Speech and their lack of success in freshman tutorials is due to the precise and exacting structure of the course contrasted with the relative informality of tutorials.

Since, however, tutorials (more so than Speech) are made up of "green" unaffected freshmen, there could be another reason for our diminishing effectiveness with tutorials.[21] We perceive a shift in the attitudes of students entering college in the decade of the 70s. It is a perception widely corroborated in the national press: U.S. News, in surveying changing attitudes on campus, titled its report "Change at Colleges: Away from the Barricades, Back to the Books".[22] Students in the mid-1970s seem to be less outspoken and less volatile politically, though it shouldn't be concluded that they are more optimistic about the government's ability to function equitably and effectively. They seem less interested in changing the American system than in finding a job within that system. Their primary goal is to study hard and earn good grades. Obvious factors underlying attitudinal changes are the current economic recession and tightening job market coupled with a slackening interest in political and social reform due to the end of American involvement in the Vietnam War. These shifts encompass not only the focus of their daily energies, but also their lifestyles, their ways of looking at the world, and indeed, much of their culture.

What do these changes have to do with bibliographic instruction generally and with the Wabash library project specifically? They

relate to bibliographic instruction because they are characteristic of the target group - college students. They relate to the library project because students in the mid-70s are less reluctant to consult adults for bibliographic instruction or other information related to research.[23] In fact, they seem to approach the adult staff member with greater confidence that their needs will be met than if they consulted students. This is due in part to the relative calm of the Wabash campus in the late 60s and early 70s and to the traditional program and outlook of the college. Our understanding of today's students cannot be completely divorced, however, from external social forces.

THE PROCESS OF EVALUATION

Much of what we have written until now has been derived from our personal attitudes and impressions during the past five years. These impressions were developed in constant dialogue with project participants at all levels: students, assistants, faculty, library staff. Examples of opinions about the project can be seen in the student assistant statements collected by Ms. Millis in the 1972-73 academic year and by Mr. Tucker in 1973-74. These are available on request but are perhaps less useful than the more recent ones presented in section VII, "Critiques by Special Participants."

We have tried, in addition, to employ more objective evaluation procedures. In the spring semester of 1971 the library conducted a survey to determine on-campus attitudes about the project. Two-hundred fifty questionnaires were sent to students enrolled in freshman seminars that had library assistants. The rate of return was 38%. Results and interpretation of this survey are appended to this report. Dr. John Lawrie, Associate Professor of Psychology, assisted in the writing of questions and the interpretation of results.

In December, 1974 Dr. Joseph O'Rourke, Chairman of the Speech Department, and James Flynn, Assistant Professor of Speech, administered a 10-item questionnaire to 56 students enrolled in Speech I during the fall semester of that year. The results of this survey bear some mention and appear in the appendix. We concur in Dr. Lawrie's opinion that the Speech I questionnaire cannot be examined objectively since questions were weighted unevenly and were, however unintentionally, predisposed to elicit positive responses. Despite the weaknesses of the questionnaire,

it can be stated that overall student opinion about the presence and effectiveness of assistants was positive. Answers to the following items demonstrate that students generally approved of their experiences with student assistants and that the survey cannot be carefully analyzed due to its unevenness.

4. As a rule the student assistants were

26	a.	very willing to offer assistance
15	b.	willing to offer assitance
2	c.	somewhat reluctant to offer assistance
0	d.	reluctant to offer assistance
0	e.	irritated by requests for assistance
8	f.	I don't know
5		(no response)

6. Did the appointments schedule, used two or three times during the semester, encourage you to make use of the library facilities?

23	a.	yes
20	b.	no
7	c.	I did not make an appointment
6		(no response)

It is unfortunate that while we are convinced that Speech I is the most successful facet of the project, our tools for assessing it are less reliable than others we have used. In future months we hope to apply more objective measures in our assessment of the student assistant/bibliographic instruction program in Speech I.

The most ambitious of our evaluation efforts was implemented in April and May, 1975 with John Lawrie again providing valuable assistance in survey design and interpretation. The purpose of the tripart survey was to discover opinions about the library generally and the project specifically. We felt that attitudes about the library in general directly related to the overall impact of the project and to possibilities

for similar efforts in the future. Results are described and interpreted in the next section of the report.

ANALYSIS OF THE IMPACT OF THE PROJECT

Questionnaires were sent to all 25 faculty who had made use of a student assistant either in freshman tutorials, Speech I, or other courses in which they felt an assistant could profitably be employed. They should be described as a volunteer group because they freely chose a "library reference assistant," either in a freshman tutorial, another course they happened to be teaching, or both. Twenty-one faculty members responded for a return rate of 84%; the results are shown in Table I.

TABLE I

FACULTY QUESTIONNAIRE

	SA	A	N	D	SD	NR*
1. The subject matter I teach lends itself to using the library.	13	5	3	0	0	0
2. The library should only buy materials that relate to courses taught at Wabash.	0	2	2	5	12	0
3. Most students would make better grades if they were more knowledgeable about how to use the library.	8	7	5	0	0	0
4. The student assistant in my tutorial (or other class) was adequately trained in the use of library resources.	5	11	3	0	0	2
5. I would like to use more non-book materials (slides, tapes, films, records, filmstrips, videotapes) in my classes.	2	10	8	0	1	0
6. Generally speaking, having a student assistant was worthwhile to me.	6	9	3	0	1	2

*NR = no response

TABLE I

FACULTY QUESTIONNAIRE

	SA	A	N	D	SD	NR
(con't)						
7. The current system of training student assistants for tutorials should be continued.	7	5	4	1	2	2
8. I feel free to consult the library staff about materials or services for my courses.	15	5	0	1	0	0
9. The student assistant's knowledge of library resources benefitted students in my tutorial.	4	7	5	3	0	2
10. Library resources at Wabash are strong enough to support my class work.	6	12	2	0	1	0
11. I think the library staff is capable of responding to my requests for assistance.	11	7	1	2	0	0
12. I felt able to put the student assistant to good use.	5	10	2	1	2	1

In Table I as in other tables, the meanings assigned to abbreviations for each response are as follows.

SA = strongly agree with the statement
A = moderately agree with the statement
N = feel neutral about the statement
D = moderately disagree with the statement
SD = strongly disagree with the statement

An interpretation of the faculty responses indicates these findings.

1. In general, faculty respondents tended to be positive in their assessments of all variables tapped by the questionnaire.
2. Respondents tended to view their work with student assistants as positive, though not overwhelmingly satisfactory. Most responses to items #4,6,7,9, and 12 were in the second highest response category.

3. Non-book materials (item #5) are not as strongly endorsed as one would have predicted from the distributions of responses to other items. Item #5 drew the second smallest SA response and the largest N response.

A second questionnaire was mailed to 446 students who had access to a student assitant in a freshman tutorial, other class, or both. Two hundred twenty-six were returned for a rate of 51%, a rate higher than the 1971 questionnaire, yet less than we thought we needed. A number of these were sent to off-campus addresses: students who had dropped out, transferred, or graduated. The results, shown in Table II produced these observations.

1. Students generally felt that student assistants were familiar with library resources (item #3), were willing to help (item #6), and should be used in later tutorials (item #9).
2. Students, however, were not uniform in endorsing the notion that they would seek help from library assistants. Item #2 drew the largest SD and the second largest D responses.
3. Students, consistent with faculty thinking, did not feel a particularly strong need for AV materials. Item #10 drew the largest D and the second largest SD responses.

TABLE II

STUDENT QUESTIONNAIRE

	SA	A	N	D	SD	NR*
1. I feel that I can find what I am looking for in Lilly Library.	53	136	20	14	3	0
2. I sought help from the student assistant in my freshman tutorial (or other class).	28	82	53	30	26	7
3. Student assistants were familiar with library resources.	39	111	57	11	3	5
4. I make use of library facilities for purposes other than course-related research.	70	89	43	14	10	0
5. Most students I know need help in knowing how to use the library.	52	82	60	28	4	0
6. Student assistants are willing to help when I approach them.	63	117	42	2	2	1
7. Knowing how to use the library increases my chances of making good grades.	91	79	40	10	4	2
8. Lilly Library is equipped to meet my research needs as a student at Wabash.	29	129	35	23	9	1
9. I think the program of using student assistants in freshman tutorials (and other classes) should be continued.	65	105	42	4	5	5
10. I go to the library for audiovisual materials such as slides, tapes, films, records, filmstrips, videotapes, etc.	29	75	55	42	23	2
11. Students should be encouraged to ask the library to buy materials (books, periodicals, non-print) that they think are needed.	139	65	18	1	0	3

*NR = no response

The third portion of the April-May survey was distributed to library reference assistants who had participated in tutorial, in-house, or Speech I facets of the project at any time during the grant period. On a percentage basis there were more off-campus addresses in this group than the other two. Forty-six of 75 questionnaires were returned for a rate of 61%, fairly useful but certainly fewer than we had hoped. There were three groups of student assistant respondents: nine had assisted in a tutorial (or other class) and were trained in the library project but did not work at the reference desk, 11 were trained and worked at the desk but did not assist in a class, and 26 were trained and both assisted in a class and manned the reference desk. Results are shown in Table III; items #6-13 are appended but not listed here as they deal with specific reference sources.

TABLE III

STUDENT ASSISTANT QUESTIONNAIRE

	SA	A	N	D	SD	NR
1. I would rate my training in the library project as useful to my undergraduate course work.	23	20	3	0	0	0
2. Library training seminars should be developed into an optional, full-credit course.	16	14	5	6	5	0
3. As a result of my library training, I have used the library for course-related research more frequently.	15	18	9	2	2	0

TABLE III

STUDENT ASSISTANT QUESTIONNAIRE

	SA	A	N	D	SD	NR*
(con't)						
4. Students should be encouraged to ask the library to buy materials (books, periodicals, nonprint) that they think are needed.	24	18	4	0	0	0
5. Learning more about how to do library research has helped me in graduate school. (Respond if the item is applicable.)	10	7	2	2	0	0
(Item #5, not applicable ...25)						
14. I felt adequately prepared to assist students who requested help in my tutorial.	13	18	2	1	1	0
15. Students in my tutorial were willing to ask for assistance.	4	14	11	4	1	1
16. Working with a faculty member in course preparation (grading papers, assisting students in assignments, participating in class discussions, etc.) was a worthwhile experience.	26	7	1	0	0	1
(Items #14-16, not applicable...11)						
17. I felt adequately prepared to assist students who approached me at the reference desk.	11	23	2	1	0	0
18. I am satisfied with the number of students who seek assistance when I work at the reference desk.	0	7	10	16	4	2
19. Working at the reference desk (and in other capacities as a library assistant) has been a worthwhile experience.	21	14	3	0	0	1
(Items #17-19, not applicable... 9)						

*NR = no response

Student assistant responses suggest these observations.

1. Most respondents felt that, in one way or another training in the library project had valuable derivative effects (items #1-5).
2. Assisting a faculty member was the most valued derivative of their experience. Item #16 showed the largest SA response on the student assistant questionnaire.
3. Respondents were generally dissatisfied with the extent to which students sought their help at the reference desk (item #18), though they were slightly less dissatisfied with the frequency with which tutorial students approached them.

CRITIQUES BY SPECIAL PARTICIPANTS AND STUDENTS

What is a special participant? It is someone intimately related to the implementation, activity, or evaluation of the library project. The present report and the papers and speeches included in the appendix offer ample access to the philosophy and opinions of the three librarians who have been most intimately involved in either the project's direction or implementation.

This portion of the report surveys additional comments and narrative opinions of student assistants, faculty, and students in that order. Most of the opinions submitted by participants were done so in the "additional comments" portion of the tripart survey. A few of the more involved participants were especially solicited for their comments on the impact and value of the project.

A. From April-May Survey, anonymous

> Library training is fine, and well worth the effort even within the limited opportunity for use afforded thru most of the Wabash curriculm. Outside of independent study and perhaps a few other courses, a Wabash student can succeed quite well without utilizing the library as anything more than a quiet place to study and occasionally "gather facts." If a Library project is to really change anything, learning at Wabash must become much more student initiated and self-directed. Until Wabash students begin developing their own questions and strategies for approach within the context of their liberal education, the project and the Library as a whole will do little more than make school-life a bit more graceful and polished (not that these accomplishments are unimportant in and of themselves). The examination-research paper based education can allow even the most ambitious student only a partial glimpse into the conscieousness lifting potential of an outstanding resource like the Lilly Library. Too much of a Wabash man's time in college is spent, I feel, in "learning answers" rather than on developing perspectives and techniques which would facillitate his ability to get to the

roots of whatever problems or materials He's interested in. The questioning process is the key to becoming an educated and educable person (emphasis on process and becoming). Compartmentalization and teacher initiative must give way to students actively educating themselves. As long as we consider the Library project only as a tool for "course work" its positive effects will be limited, and the Library will remain a shadow of its full possibility. Change of which I'm speaking may mean fewer executives, lawyers, and doctors, but it could mean more truly liberally-educated Wabash men.

B. From April-May Survey, anonymous

I strongly believe the student assistant program should be included as a optional course; with behavioral objectives and curriculum aims consitent with requirements in the field of a student's major. With time and work, it will be possible to structure other library science programs to help students in their particular major field. I am suggesting that an introductory library science course be devised for all freshman and sophmores. After the introductory course, higher level library science courses could be offered in major fields. The higher level library science courses could be structured as a graduate level experience in research under the direction of one or more professors. I believe your present suggestion is a positive one. Best of wishes!

C. From April-May Survey, anonymous

I believe it to be paramount that every freshman be required to show an ability to research and write papers by the conclusion of his freshman year. After working in a tutorial during my senior year, I was amazed by the low standards of English compostition displayed by incoming freshman. Certainly a mandatory course in both library research and English composition would do much to assist freshmen in the learning process.

D. From April-May Survey, anonymous

When working at the reference desk, I rarely had many questions from students, and those which did occur were of moderate difficulty. As an in-house assistant, I again had only a few questions asked, even though I did distribute information as to my purpose and availability. Perhaps additional methods of introducing students to the library and its use (tutorials, or a course itself) would prove useful.

E. From April-May Survey, submitted by Mr. Bruce Ong, graduate student at Oxford University

One of my most valuable experiences while I was at Wabash was my participation in the "In-House Reference Assistants Program." I could speak all day on the benefits of this program. Not only does it help those who receive the training and become "assistants" either in their living units, in tutorials, " or on the reference desk in the library itself, the program helps the students of the whole community, who now become more aware of the library, its uses and potential. Whereas, before, the library may have been stereotyped as a boring place for intellectuals or egg-heads 'only,' the students can now quickly learn that the library is alive, friendly, and has something to offer everyone. The old stero-types and misconceptions are going. This project represented a reaching out on the part of the library and its staff, showing to the community that the library was there, that the library was not a cold institution, but was a friendly place filled with people who could offer services and help, (help in its may senses, but especially in the sense of helping the student to learn how to use the resources of the library himself and to explore). Since a peer-group, or fellow students, were employed, this helped break down the barriers and helped make the library a more personal place, not only because it was seen that these fellow students and friends were involved in the library, but also because those students who participated in the program were always ready to talk about the library in friendly conversations, in a social context outside "library-hours" so to speak , or outside the library itself.

E. (con't)

The reference assistants thus also served as unintentional, perhaps, but nevertheless important, messengers of the good news of the library. The tragic history of most libraries is simply that of lack of use. Lack of use stems from the lack of awareness on the part of the community of what exactly, or potentially, the library has to offer, and what type of place the library is. Above I said the assistants may have been unintential conveyors of such a message. I will retract that statement. After being introduced to the library the way they have been, after having become "aware" themselves, they could never become "unintentional" in their wish to introduce others to this "new" library. When one learns of a good thing, he willingly shares it with his friends.
One of the best things to happen to or for the library at Wabash, in my opinion, was the program funded by the Council on Library Resources. If more libraries, especially those in colleges and universities, where young people are supposedly being trained to use their minds, were to institute similar programs it would be well worth while. The effects would spill over and as these students graduated and either went on in education or settled down, they would still see the library in this "new" light. The local library would become more than just a place to house recent novels or works of fiction. Their children may be encouraged to read and use the library more. Parents may take a greater interest in their childrens, school libraries. Perhaps it is wishful thinking, but one has to start somewhere if one wishes to see an end to the "non-use of the library." The Wabash program was one such start.

F. Statement submitted by Mr. Michael Wilson, Assistant Librarian, New Mexico State University at Las Cruces, former Wabash Student Assistant and Catalog Librarian

Looking back on the 3 1/2 years in which I was involved in the CLR project, as a student assistant and later as a member of the library staff, and having seen the massive I.U. Library in operation, I feel extremely positive about most of the efforts made at Wabash. The primary goals of the project were to improve the student's expertise in using the library's resources, and to forge a closer

F. (con't)

relationship between the library and the work in and out of the classroom.

The mechanism of the freshman seminars is an effective means for accomplishing both goals. By integrating the use of the library with specific subject matter in a course, and stressing independent research efforts, the student's initiative was in most cases aroused and allowed to lead him as far as he desired. The training given the student assistants (and professors, in the pre-semester workshops) helped abet the efforts of the regular library staff in providing assistance to the student's efforts in research. The on-going training of the student assistants, instituted in the second year of the project, was an improvement, as it allowed them to improve their own knowledge in areas in which they desired, based on actual experience at the reference desk. This "spontaneous" growth was an added bonus, in addition to the "planned" growth which was offered by the library staff instructors.

It seems to me that the project offered a proper mix of instruction: a broad introduction to the forms in which information exists (almanacs, bibliographies, indexes, etc.); acquaintance with specific or unique reference tools (Statistical Abstracts, Ulrich's); instruction in the use of library tools and procedures for getting at information (Card catalog construction, NUC, reference interview techniques); and perhaps most important, an attitude of service, and the vision of what the library can contribute to intellectual research.

The problem of attitudes remains in my mind as the goal toward which the project needed to improve its aim. The attitudes of the faculty members must be more positive toward the potential contributions the library can make in improving the benefits a student may derive from a particular course. The positive attitude of the library staff is the basis for the project's birth and early growth, and this feeling needs to be shared by their counterparts on the faculty for the students to become aware of the library, and of the idea of a meaningful academic experience.

F. (con't)

Increasing the use of the library, especially in today's economic squeeze, calls for more strain on the library's ability to meet the demand. The problem of adequate funding for basic library resources and staff is not an easy one to solve. The library should continue its commitment to service, and take every opportunity to demonstrate its accomplishments in improving the academic abilities of Wabash students, and that an investment in the library of a greater part of the college budget is a sound one.
As for new projects, I would like to see more handouts available on basic library information, and special workshops offered to introduce students to special areas such as government documents. These voluntary-attendence efforts should help attract new users. Finally, a course offered for credit might also make an important and needed contribution to the overall efforts of the CLR project.

G. Dr. James Barnes, Associate Professor of History, has submitted two statements. The first was written March 19, 1973 and the second was written on November 30, 1975.

You asked for my thoughts about the Freshman Seminar and the Library Project. I might preface my remarks about saying I had never given a Freshman Seminar before nor worked hand-in-glove with the Library on such a course, nor had the advantages of a student assistant. So it was all new to me, comparatively speaking.
We are now two-thirds of the way throught the course on the Nuremberg Tribunal and Nazi Germany, and it has been one of the most exciting and satisfying courses I have ever taught. A lot of the credit goes to the way the program was set up: namely combining my special interests with the hoped-for eagerness of Freshmen and the facilities of a good, efficient and convenient library.
One thing this course forced me to do far more than ever before was to plan my assignments in advance. I not only had to decide what to have them read and report on from week to week, but what to do in the library. Much of this was coordinated as best we

G. (con't)

could with what the student assistant was learning about the uses of the collection. Thus, in a given week I might ask students, as a small exercise, to collect references to one of the defendants before the Nuremberg Tribunal which show up in periodicals of the time. This allowed the student assistant to acquaint my freshmen with reference guides such as the Readers Guide and the International Index. One important by-product of our arrangement has been to hold the class in the seminar room of the library. Not infrequently I want the student assitant to show the class some particular item as soon as the class is over; or a particular work can be brought to class from off the shelves. Another important feature was to work out some arrangement to allow students to browse through the 42 volumes of the Tribunal and yet have a restricted use of a given volume overnight. Ms. Millis came up with a special reference category, where the volumes could be taken off a reference shelf during the day but signed out overnight.

In so far as the seminar has been a sucessful way to introduce students to primary as well as secondary sources; to give them the experience of delivering both oral and written reports; and become well acquainted with the library; much of the credit goes to the structure and arrangement of the project.

The second time I used a Library Assistant came in the spring semester of 1974. There were two essential differences from my previous experience. The 1974 course on Terrorism and Violence was planned primarily for upper-classmen and not freshmen. Furthermore, my assistant in the course had already been through the library's training program and was well-versed in the routine of the reference desk. I was very pleased with the results.

In some respects the upper-class students were able to fend for themselves and did not need to trouble my assistant for routine items. On the other hand, I was able to delegate a good deal of responsibility to my assistant for selecting books to go on the reserve shelf each week. Since his library "project" was mainly bibliographical, he was in a much better positon than I was to identify pertinent materials from week to week. He also kept a fairly close watch on the extent to which the reserve books circulated, thus providing me with valuable feedback about each assignment.

G. (con't)

Since my assitant was a very capable and mature senior, he could serve as a kind of team-teacher during many of the discussions. He had sufficient good sense not to intrude too much, but also at times could semmingly reflect student views and therefore help generate further conversation by others in the class.

When it came time to write more difficult papers, some students made excellent use of his services at the reference desk. I am rarely to be found in the library during evening hours, and I am sure that some students found it most helpful to count on his suggestions "on the spot," so to speak.

In drawing up topics for the course I took the opportunity of consulting my assistant and incorporating several of his excellent suggestions. He had his own expertise in several areas, such as violence in labor disputes, and this was valuable when it came time to judging the merits of certain reports and papers. I also asked him to assume the primary responsiblity for one class session and discussion.

My assistant, Rick McHugh, was entitled to one course credit, and I felt it important to require enough of him, one way or another, so as to evaluate his performance. In the end this was easy to do, since he had been such a help.

Upon reflection there is much to be said for utilizing an assistant who has already been through some sort of reference work training and who is accustomed to helping students in the library. Again, this may be more appropriate when working with upper-classmen, whereas an assistant in training, so to speak, may suit freshmen perfectly well. Also, in both instances where I have used a library assistant, I have placed heavy emphasis upon the resources of the library. About two-thirds of the time some portion of the class was either making oral reports or submitting written papers, all based on materials in the library. Only a couple of books were purchased for the course, and the rest had to come from our collection. Heavy reliance was placed on periodical and newspaper accounts, again necessitating frequent use of the library. I am convinced that the library assistant format works best when the topic for the course clearly lends itself to heavy library utilization.

H. This statement was submitted by Dr. Richard Strawn, Professor of French and Director of the Library Project, 1970--72.

In the abstract, the goal of the Library Project was worthy; it was likely that we would reach it. We did not. We tried too hard, in the first two years, to convert the heathen, and we misjudged the nature of Freshman Seminars. Our demonstrations of what one could do with the library were practical: they were linked to actual courses. The trouble was that, particularly in the case of the Seminars, we could not link the demonstrations often enough to actual problems within those actual courses. It was of the nature of most Seminars that the course unfolded rather than that it was well-built ahead of time. So a good use of a Project assistant would appear so suddenly that he could not prepare for it--and his general preparation as apprentice reference librarian was just that: general. There was no question that the assistants profited from their training: by almost universal accord, they did--personally.

Our judgment that they had indeed profited prompted the shift, in the third year, to the scheme of in-house reference assistants. Here the problem changed from one of "too little time to prepare" to one of "too much--and or too great a variety--to prepare over a semester's time." In the last several years one of the chief facts about Wabash courses that draw at all on the library's resources is that they have required increasingly particular information. Even a well-trained reference librarian is often breathless in such circumstances; an apprentice cannot learn enough, fast enought, to be helpful over so broad a range of specific questions. Again, however, the individual assistants have reported delight with their own new-found skill.

The Project has worked best, I judge, with those professors whose courses were well-built ahead of time and who wanted to use an assistant--with the converted, in short. In the first two years a certain missionary zeal kept us from seeing the problem posed by the nature of the Freshman Seminars, and it also gave the Project a hurtful reputation for thinking it could show everyone The Right Way. I don't know of a single professor who has been attracted away from a former practice and into the practices of the Project.

H. (con't)

But a good many individual students have been. So the ideal goal is clear: every student his own reference librarian, in an elementary way. And that suggests the next step: the librarians should become so cozy with professors that it will occur to the professors that the librarians might help students learn elementary reference maneuvers. It is already happening in a few courses (Speech, Biology, Composition, History, certain literature courses).
Reference assistants are not the answer. Neither is a course in reference procedures taught to students from scattered fields. The lesson of the Project is this: narrow the field; put a reference librarian in league with a professor and his students; work only on problems that are real, not imaginary, within a particular course; don't expect very much very soon; and don't forget that every September sees a new crop of freshmen arrive.

I. Anonymous student comments from the April-May Survey, unwashed, unedited, untouched

Our tut. assist. was at the library for only a few days never there when we needed him.

Most students need help in using the library. This is being accomplished in the tutorials and a number of other ways.

Some student assit. should know more than they do.

The reference ass't I asked for help several times may have known how to use the library, but he made no effort to help me, even after repeated requests. He seemed like he didn't give a damm & didn't want to get out of his chair. He is paid to work & should do his job. I have only had trouble with the one ass't. All others were very helpful. I think they should be given a pep-talk and if they don't change they should be reprimanded or fired.

Need an available pamphlet which will explain to run-of-the-mill student the how's, where's, and possibilities of library research for course work-especially for writing papers.

I. (con't)

The library assistants are very helpful. I feel they do a good job.

I think the Bio Abstracts should be explained and incoming freshmen should be briefed on their use.

I think that there should be a course required for freshman that will acquaint them with the lay out and function, at most it should last two weeks. But in those two weeks all ..... and reference should be pointed out. This would aid dramatically since the freshman would be knowledgable in where to find and how to use the library. Which I still have not accomplished.

I have found research skills to be essential in law school. For those who intend to pursue that goal, a good working knowledge of the library is quite helpful.

Suggest a book telling where sources are and how to use reference and recommend way to find the most relevant material that is being searched for. Periodicals not emphaisized too much.

Student's are afraid to ask for help. They are concerned that they will appear ignorant. Also, the authority of the desks and office atmosphere discourages questions. Reference assistants and full-time personnel should be prepared to make the first move and ask the bewildered looking student if he needs any aid. Faculty members should be encouraged to have their students make use of resources. Davis and Doemel are good examples of this.

I have never used the help of a student assistant but I have heard from others that they have been helpful. Also, I like the system our library uses for cataloging as I believe it is much easier to use than the Dewey Decimal system.

I usually knew where to go for what I wanted, but had several occasions to seek out assistance, that assistance was appreciated. As several of my firends were student assistants, I used their help on these occasions.

I. (con't)

Lilly Library is an excellent little library but it should always seek ways to update and expand its resources. Most students do know how to use the Library after the first instructions, but do they really have need to use it for course related research? The library has many books authoritative in their field which are never checked out for years. The reason is that students are too involved in textbook materials, in trying to make grades that they don't bother with the library other than a quiet place to study. This textbook syndrome is stifling the search for knowledge at Wabash (& throughout the U.S.). The blame is not to be placed upon library personnel. They do their job and they do it well, the blame must be placed upon the departments. It is their responsibility to inform the students what the major classics in their fields are and which ones can be found in the library. It is their responsibility to inform students that the textbook is <u>not</u> the final work but only the <u>first</u> word. It is their responsibility to encourage and require students to read as many books as they can which the library has in their field of interest during the four years at Wabash. Only in this way will the student be prepared for graduate research and more important the independent research on one's field of specialization in post graduate-school years where there are not textbooks and professors, just libraries. Only through a joint effort of the library personnel and the departmental professors can true intellectual freedom prevail at Wabash.

<u>One more Note:</u> the most instructive class I had at Wabash was a freshman tutorial where we had no textbook--just the sources at the library and those obtained through the book store. I learned not just from one book but from 10 to 12 books - every book the library had on the subject. There should be sophomore, junior and senior seminars on topics <u>within</u> the field in one's major.

<u>Finally</u>: It is the responsibility of the library to ever increase, expand, and update their material in every field for once in every ten years will a student arise and realize that -

Within the walls of Lilly doth true knowledge lay buried.

CONCLUSION AND FUTURE PROGRAMS

What is the real impact of the CLR project at Wabash? And what have we learned? The first of these questions has been the subject of this report, particularly in sections III - VI. There is, however, a further point to make about the impact - the grant allowed the library to increase the size of its staff especially at the professional and student levels. In the spring of 1970, before funding started, the staff had only one professional (i.e. M.L.S. or higher) librarian. And only for a span of four years, 1963-1967, had there been more than one professional employed at a given time. This is not to imply that M.L.S. graduates are the only people with sufficient training and skills to work in libraries. Quite to the contrary, Lilly Library was manned for many years by a small, capable, and conscientious staff. But today's larger full-time staff (three professionals and six assistants), dependent on CLR impetus and continued administrative interest, had a first-time opportunity. That opportunity was to create a physically visible reference desk, manned on a daily basis, designed to be the focal point of patron service and point-of-use as well as in-depth instruction. This was something new to the college and has been well enough received that administrative financial support continues.

Though devoted service is a Wabash tradition, there has been stimulated in all of us (professionals, assistants, students, secretaries), more responsiveness to student needs, a commitment to help, a sense of pride in humane and effective reference service, and an interest in the knowledge necessary to continue such service. An atmosphere which has been widespread among us is one of self-examination and, as indicated by

Charlotte Millis in Educating the Library User, one of personal, on-the-job, accountability. There has been closer attention to work flow, space allocations, job descriptions, staff development, and faculty-staff relationships. Besides being more service-oriented, technical processing staffers have conceptualized a broader and better-integrated view of their positions. If readers think these by-products of the CLR grant are only tenuously related to the objectives of the program, they need simply to observe a similar effort which does not enjoy the support of an intelligent and devoted staff.

Impact on the faculty has been mixed with some of the mixture owing to faculty predisposition.[24] The wide range of faculty attitudes regarding a college or university library in its institutional context was noted in the report of a 1974 library evaluation team headed by Robert Wedgeworth, Executive Director of the ALA.[25] Some teachers conceive the library to be a group of people actively engaged in teaching students the "ins and outs" of vital resources and research techniques; others view it simply as a book storage closet. As Charlotte Millis said in her paper in the Drexel Library Quarterly, the project gave rise to the development of multi-media service-a specific program greeted with mixed faculty reaction including on one hand people engaged in the preparation of slide-tape programs for the classroom, and on the other hand those who stood aghast at the elementary nature of some show-and-tell methods. Finally, a number of faculty demonstrated an inclination and interest in listening to students and in participating in solutions to their information needs.

Among students we have noticed a gratitude for what they have learned along with their consequent self-confidence in pre-professional and liberal arts studies. There has been a heightened consciousness of the role of the library in the Wabash community though we are far from our ideal goal of reaching the maximum number of incoming freshmen. More importantly, we are more careful listeners when students make suggestions about improving library service as a whole and library project efforts in particular. Indeed, our more valuable changes have been based on student evaluation and criticism.

We see evidence that more guided study and independent research is taking place at Wabash. As Dr. Strawn suggested, the reference questions are increasingly particular and, therefore, more time-consuming. Further, interlibrary loan requests have experienced a significant increase. Though records are incomplete for 1972, we know that in 1973 we placed 98 requests for books and photocopied articles combined. In 1974 that figure jumped to 392 and through August of 1975 the figure was 291, slightly ahead of the 1974 pace. Two factors which keep these figures from rising further are (1) that student familiarity with ILL is only in developing stages, therefore some have not allowed sufficient lead time for us to place a request, and (2) a number of students take weekend trips to large universities (Purdue, for example) to conduct course-related research.

A fair and useful conclusion should emphasize a second question. What have we learned that is reasonably exportable? We nominate, for that purpose, our program as it functions in Speech I. While our

measurements have not been objective, our impressions do not deceive us. The program works. It works for two reasons, one of which was touched upon by Richard Strawn who wrote that the Freshman Seminars unfolded rather than being "well-built ahead of time." Speech I can be described as "well-built ahead of time." Dr. Barnes was convinced that "the library assistant format works best when the topic for the course clearly lends itself to heavy library utilization." This happens in Speech: students must use the library on a fairly regular basis to prepare the five speeches required of them during the semester. The student assistant actually serves as an upper-class counselor usually equipped to deal on a fundamental basis with a wide range of student interests. Naturally, the knowledge and commitment of the student assistant is necessary to cement this relationship, but the key to a successful effort in Speech I (that was not present in freshman tutorials) is that assistants were able to be of service in a wide range of areas, not just bibliographic instruction.

Mr. Joe Buser and Mr. Bill Koshover were two of the early Speech I assistants. Both men report an experience somewhat broader that that involving just bibliographic instruction per se.

> First, I became more appreciative of the problems a teacher faces, especially in cases where motivation on the part of the student is lacking. But I also got some sense of reward by feeling that I'd helped a student with a particular problem and saw a student progress through the semester. Secondly, it [the Speech I assistant program] presented some invaluable experience in working with people, especially in the area of constructive criticism. (Buser)

> The lists of the duties of the speech assistant, as I saw them, included approving outline form and topic ideas in the library besides being available to help in research matters, critique sessions in the playback of speeches after the speech rounds and most importantly, taping sessions on the nights before a speech round. In each duty, my goal was to help the student present a better finished product "the speech itself," in both logical development of ideas and effective delivery of these ideas. By working in close association with some students and seeing their improvement throughout the semester provided a great deal of personal reward and satisfaction for me because I feel I played a part in some students improvement. In addition, I saw growth in my own interpersonal communication skills in working with students in close association. (Koshover)

The fact that speech assistants could be of service in a wide range of areas made them more believeable when they talked to students about library resources. Thus, bibliographic instruction became a practical and integral part of the teaching and learning environment.

Future efforts which seem most promising to the library staff are (1) a continuation of efforts in Speech I and a seeking out of courses of similar structure and demand on library resources, and (2) consistent with suggestions by Michael Wilson the use of short, highly compressed, volunteer attendence workshops on specified resorces, particularly government documents. One such workshop was conducted last spring for students of "Man and the Environment," a course taught by Assistant Professor of Biology, Dr. William Doemel. It cannot be overstated that we are much indebted to the council for the ground we have gained in changing Lilly Library from a "storehouse to a workshop." Due to the support and interest of the Council on Library Resources, we will approach future programs with confidence and enthusiasm.

NOTES AND REFERENCES

1 Lilly Library, Wabash College, "A Proposal to Increase the Effectiveness of the Library in the Educational Program of Wabash College," (unpublished draft, Wabash College, 1970), p.1.

2 Charlotte Millis and Donald E. Thompson, "Wabash College Library Project," Library Occurrent, 23 (February, 1971), pp. 311-316, 332.

3 Commission on Institutions of Higher Education, North Central Association of Colleges and Secondary Schools, "Report of a visit to Wabash College, Crawfordsville, Indiana, March 18-21, 1973," (unpublished draft), p.1.

4 While the college takes pride in its reputation for an effective pre-professional emphasis, it designs its curriculum to insure that vocationally-oriented courses do not accidentally seep into the solidly liberal arts program. For example, students interested in business careers do not concentrate in business or accounting (as they could in many other schools), they study economics.

5 Comparative Guide to American Colleges, Professional and Guidance Edition, 5th ed. (New York: Harper, Row, 1972), p. 685.

6 Commission on Institutions of Higher Education, "Report," p. 9.

7 Evan Ira Farber, "College Librarians and the University-Library Syndrome," in The Academic Library: Essays in Honor of Guy R. Lyle, ed. by Evan Ira Farber and Ruth Walling (Metuchen, N. J.: Scarecrow, 1974), pp. 12-23.

8 Farber, "College Librarians," pp. 14-17.

9 Ibid., pp. 15-16.

10 Charlotte Millis, "The Wabash Project: A Centrifugal Program," Drexel Library Quarterly, 7(July, Oct., 1971), pp. 365-374; "Involving Students in Library Orientation Projects: A Commitment to Help," in A Challenge for Academic Libraries: How to Motivate Students to Use the Library, ed. by Sul H. Lee (Ann Arbor, Mich.: Pierian Press, 1973); "Developing Awareness: A Behavioral Approach," in Educating the Librar User, ed by John Lubans, Jr. (New York: Bowker, 1974); and Donald E. Thompson,"Utilizing a CLR/NEH Grant: A Report on Wabash College," a paper presented at the College of Wooster Conference on Bibliographic Instruction, April 24-25, 1975, soon to be published by Clio Press of Santa Barbara, California. A copy of each of these items is included in the appendix.

11 Letter to Donald E. Thompson from Mr. Foster Mohrhardt, Oct. 21, 1974. The present report is designed to speak specifically to the questions raised in this letter. We have identified these as follows: (1) to show the way we worked out our particular project and the way we modified the program to fit our situation, (2) our practical appraisal of what happened, (3) an identification of positive and negative results, (4) reasons for the failure to attain certain goals, (5) elements of our project unique to Wabash, (6) elements of our project which might be exportable, and (7) recommendations on what could be done in other colleges.

12 Alvin Toffler, Future Shock, (New York: Random House, 1970), p. 367.

13 Commission on Institutions of Higher Education, "Report," p. 1.

14 Subcommittee on Multi-Media Development, Wabash College Library Committee, "Recommendations for Multi-Media Development," (unpublished draft, Wabash College, 1971), p.1.

15 The Lilly Library at Wabash is not alone in experiencing only intermittent success in the development of a multi-media program. See "Media in Academic Libraries: Steps and Fumbles," Library Journal, 100 (Dec. 1, 1975), 2200.

16 Wabash; The Academic Bulletin of Wabash College 1975-76, (Crawfordsville, Indiana: Wabash College), p. 93.

17 Millis, "The Wabash Project," pp. 365-368.

18 Ibid., p. 367.

19 Wabash, The Freshman Catalog of Wabash College 1974-75, (Crawfordsville, Indiana: Wabash College), p.5.

20 Samuel D. Neill, "Who Needs to Go to a Graduate Library School?" Journal of Education for Librarianship, 13 (Spring, 1973), 212-225, and Howard W. Dillon, "Organizing the Academic Library for Instruction," soon to be published in the Journal of Academic Librarianship.

21 Several reasons are already suggested on pages 12-14 of the present report.

22 "Change at Colleges: Away from the Barricades, Back to the Books," U.S. News and World Report, 78 (Dec. 2, 1974), 70-74. Other indicators of the current mood on campus are easily available. Two of the more recent reports are by Barbara Jurgensen, "Campus Scene: A 1974 Overview," Christian Century, 91 (Dec. 18, 1974), 1200-1202, and Beverly T. Watkins, "Freshman Thinking," Chronicle of Higher Education, 9 (Jan. 13, 1975), 13.

23 Early phases of the project were based on the notion that students preferred to seek library help from fellow students rather than adult staff members. See footnote #18.

24 In this regard see Richard Strawn's comments in "Critiques by Special Participants and Students."

25 Robert Wedgeworth and James V. Jones, "Evaluation of the Lilly Library, Wabash College, February 27-March 1,1974," (unpublished draft), pp. 2-3.

APPENDICES

A. A Proposal to Increase the Effectiveness of the Library in the Educational Program of Wabash College

B. Summary of the Library Project Questionnaire Return

C. Library Assistants

D. Council on Library Resources

E. Information Guide, Lilly Library, Wabash College

F. Indexes and Abstracts in the Lilly Library

G. U.S. Government Documents - Lilly Library

H. Materials Available on Request

I. Wabash College Library Project

J. The Wabash Project: A Centrifugal Program

K. Involving Students in Library Orientation Programs: A Commitment to Help

L. Developing Awareness: A Behavioral Approach

M. Utilizing a CLR/NEH Grant: A Report on Wabash College

APPENDIX A

A Proposal to Increase the Effectiveness of the Library in the Educational Program of Wabash College

CLR staffers Fred Cole and Foster Mohrhardt visited the campus in the school year of 1969-70 after which the college prepared the following proposal for a matching grant. It was written by Librarian Donald E. Thompson and French Professor Richard Strawn, Director of the Library Project for 1970-72.

A PROPOSAL TO INCREASE THE EFFECTIVENESS OF THE LIBRARY

IN THE EDUCATIONAL PROGRAM OF WABASH COLLEGE

Summary

Our aim is to change our concept of the library from that of a storehouse of information to that of a workshop of the liberal arts. We will begin in association with a program of seminars for freshmen. That program will start in September 1970 with some ten seminars, to be followed by ten others in the Spring semester of 1971. Each seminar leader will select an advanced student who has some skill in his discipline and who knows how to prepare a research paper. In a four-day workshop before the semester begins, the seminar leaders will work with their apprentices on the concepts of the seminar, and the librarian will work with all the participants on the processes of gathering information. We will be training the upperclassmen to serve as assistants who will work alongside their seminar leaders. It will be their job to serve the freshmen in the seminars both as models and as organizers. For that service they will receive credit for independent study in the field of the seminar. Over a period of five years we hope to increase the number of seminars to fifteen each semester; that will be enough to give each freshman who wants it the kind of experience that the seminar provides. We will use project money to pay stipends to the students during the training sessions, and to provide their board and room for that time. We have included a sum for stipends to the professors who take part in the training, but we plan not to use it unless it is necessary for developing participation in the project.

As the worth of the training program proves itself, leaders of upperclass seminars will, we hope, ask to participate. We will then spend project money on extending the program to them and their assistants. We will also assign project money to the increased use of reference services and library-centered work which should result from the project.

At the same time we will continue to develop programmed instructional materials in procedures that serve independent study. A first program in the techniques of moving from the terms of a topic into the card catalog is now ready for testing. The next two programs that seem to us useful and feasible are one on the use of government documents and one on conceptualizing. We will use project money to pay for the inventing, the testing and revising, and the printing and use of the programs. We will test the programs at the college. If other tests are required, we will attempt to do the testing within the Great Lakes Colleges Association, using money from a source other than the present project.

We will use project money to pay for the services of the Librarian, of a reference librarian, and of the supervisor of the Freshman Seminar program to the extent that they participate directly in the library project.

We can see our way clearly in the first year of the project; beyond that, we are describing what we hope we will be able to achieve.

	1970-71	1971-72	1972-73	1973-74	1974-75	
Seminars	$15,000	$16,800	$19,305	$20,275	$21,300	
Programming	2,320	2,500	2,500	--	--	
Totals	$17,320	$19,300	$21,805	$20,275	$21,300	
Grand total						$100,000

From Wabash College, in matching funds	$ 50,000
From the Council on Library Resources	50,000
	$100,000

For the breakdown of the expenditures, see pages 9-11.

Proposal

The program of freshman seminars was proposed in response to comments from students and professors. First-year students say that they have felt remote from their professors' chief concerns. Professors say that they feel it possible to demonstrate the nature and the value of the liberal arts most effectively from the vantage point of a well-defined topic which typifies their work and that they feel a number of students to be ready for the stimulation of a seminar. Limited to ten to fifteen students and led by a professor who has proposed the topic because his own interest in it is keen, a seminar will demonstrate what the intellectual life can be like by letting the students live a part of it along with the professor.

Several of the seminars will oblige the students to use library materials as a tool and as a stimulus. The library will be their workshop. Their tasks will not be artificially imposed as empty exercises but will grow naturally out of the need-to-know that the topic of the seminar will create.

We will select the peer teachers from among upperclassmen who have some knowledge of the topic of a seminar and of how to go about gathering information that bears on it. The librarian will help them refine their techniques of research, and the seminar leader will work out with them the ways of coming to terms with the topic of the seminar. Working alongside the leader, the student peer-teachers will use their first-hand experience and their sympathy for the novice who faces new problems, to make his investigations efficient and profitable. If the program works right, some of the novices in the seminars of one semester will turn into the guides of the following semester. Over a period of several semesters we will create a pool of students who, through direct experience, will have learned to make the library work for them and who will influence their fellow students.

Thinking of the library as an instrument, what problems do we expect the novice to meet? Some of the problems will be technical: compiling a bibliography, learning what reader's guides exist, learning to use the card catalog, tracking down bits of information. But such problems are only technical; their solution is a matter of learning to handle some rather simple devices, and as the years go by, our technology may provide us with mechanisms, computerized or otherwise programmed, which will remove the necessity for the student to do many of those clerical chores. The more interesting problems will be methodological and conceptual: how to think about a given topic and how to come to terms with it. The library can be made to churn out great batches of information, but the truly intellectual act is to apply one's critical judgment to it all, to make it make sense with regard to a topic.

As the project progresses, we will look for signs by which to evaluate its effectiveness, such as a change in the physical demands made upon the collection. But particularly we will look for a shift in emphasis from reliance on ready-made information to insistence on the formation of one's critical judgment.

Wabash College has recently changed its curriculum in the direction of increasing the student's responsibility for making suitable choices from within a rather small set of options. The change presupposes that the making of choices has in it an element of intellectual skill and that the skill can be learned; one is not by nature an automatically good chooser. The man who learns to choose well we think of as a man of judgment and heart.

What is not altogether clear is how to do the learning. The curriculum change hardly bears on that issue. But the discussions leading to the change often touched on the notion that if one merely acquires a stock of information, he limits himself, whereas if he learns how it is that one can acquire any

information and deal with it, he frees himself. A large part of what one must learn, then, will be the art of dealing with a subject. The learning is not likely to be done well if it is done in the abstract; the chances are greater that one will learn to make good choices if one practices making actual choices.

No small amount of our course work is organized not around the presentation of choices but around the imparting of information. We "tell" rather than "help discover." The present facilities of the library are well adapted to the mode of "telling." The building holds a large amount of information which one can extract fairly easily and add to one's store. But the same thing can be said of a good textbook: it contains a store of accessible information; furthermore, it contains little that is distracting or irrelevant to its subject. A textbook is a trim, miniature library. All it lacks is the one characteristic that makes a library central to the curriculum of discovery: multiple avenues, open-ended options, ever-branching paths.

Insofar as our course work relies on canned information, our present library can over-supply the demand. It could probably shut down starting tomorrow with only minor inconvenience to the courses which are tied closely to a textbook. But where we are concerned with the handling of information in order to form one's judgment, we come on certain obstacles. The library, while rich for its size, is nevertheless small. More importantly, its richness is a function, in part, of the person who uses it; he must know how to release its riches, how to move along its pathways and how to assess their relative worth.

The testimony from recent alumni, from present students, and from professors is that many students have not realized the potential of the library.

Since 1955 we have tried three methods of formal library instruction. At one time we gave freshmen a half-hour guided tour of the library during the September orientation period and supplied them with a handbook that described

the collection and its uses. For several years we gave library instruction in the Freshman English course in connection with the term paper. When the course stopped requiring a term paper, the library staff used a period of Freshman English to explain certain reference books. About four years ago we reverted to the freshman orientation tour. In that same period we have been conscious that certain teachers and certain students have, increasingly, been using the collection fruitfully. The reserve book shelf is less important now than it was ten years ago, a development which is not entirely due to the "paperback revolution." But still, we would have to say that, even now, ours are predominantly textbook courses.

In 1961 Donald Thompson, the Wabash College librarian, searched library literature for the period 1920-1960, checking every article that contained information on instruction in the use of the library for college students to see what innovative methods had been reported. He reached three conclusions: (1) there had been relatively few changes during the forty-year period, (2) there had been no effective solution to the library instruction problem, and (3) much of the literature was repetitious.

A review of library literature from 1961 to 1969, discussions with librarians at other colleges, and our own recent experience lead us to believe that the problem still has not been satisfactorily solved. The new method of programmed instruction, new uses of audio-visual devices, experiments such as the Monteith College project are part of the answer. We think that in our own case--and surely we are not the only institution for which it will be true--we must now concentrate on making the library interweave with the processes of learning so that the one will be unthinkable without the other.

Our project will begin with the program of seminars for freshmen but we will not stop there. The practices that we develop should be equally appropriate in advanced seminars and wherever one is obliged to learn to shape and

use one's critical judgment. The practices will follow guidelines described by the Library Committee and the library staff of the College:

1. Our methods will be for certain students at the beginning, but they will aim at being workable for all students.
2. We will not require the work of all students but we will try to insure that at some time in his four years at the college each student encounters work in which he will need the skills and the understanding that our project is designed to develop in him.
3. For the student, the work pays off when he displays his newly-formed critical judgment in his field.
4. The closer the tie between his field and the methods used in the project, the more effective the results are likely to be.
5. Wherever possible we will avoid such canned devices as anthologies, reading lists, lab manuals, and semester-long syllabi, and we will accentuate methods which capitalize on the library's facilities.
6. It is better to tie the library to a problem that arises in a particular course than to organize a separate course of instruction in the use of the library.

Beyond the beginning which our proposal represents, other activities may be developed to help students and professors become more conscious of what the library contains and make better use of it.

1. Instruction in the techniques of literature search and compiling bibliographies whenever a learner indicates that he needs those skills.
2. Individual or group instruction in the literature of a subject.

3. Instruction on sources of information, dealing with all types of sources but emphasizing reference materials and their use: bibliographies, indexes, abstracts, dictionaries, encyclopedias, biographical sources, handbooks, yearbooks and specialized reference books in subject areas.
4. A study of the relationship between the library and the bookstore. We know of some academic libraries which operate the college bookstore: the books are loaned, rented, and sold. Joint operation of the library and the bookstore may have some advantages for more closely relating the library and the curriculum.
5. Informal gatherings for book reviews and discussions of books both in general areas and on special subjects with relation to library materials; helping students establish personal libraries.

Our immediate goal is to start a sequence of instruction which will increase our students' technical skill in using the facilities of the library, which will increase their powers of conception as they handle information, and which will do so in association with real problems with which they have a real concern. The project will be viable if it does no more than we have so far described. It will be worthy of the college, however, only if it goes a step further. Not only must it develop one's ability to find out and to make sense; it must lead to the desire to know. It must help create perpetual learners who will know their craft and who will love learning not only for its sake but also for their own.

BREAKDOWN OF EXPENDITURES

I. Freshman seminars: training upperclassmen as student assistants.

1970-71: Twenty seminars (ten per semester).

A. Training period (Fall). Four days[a] preceding the opening of college.

1. Ten students

a. Stipend @ $100	$1,000
b. Room and board @ $50	500
2. Ten seminar leaders: stipend[b]	1,000
	$2,500
B. Training period (Spring). Four days	2,500
	$5,000

($5,000/20 = $250 per seminar.)

C. Seminar supervisor[c]: stipend for approximately one-third time	$5,000
D. Librarian[d]: stipend for approximately one-eighth time	2,000
E. Training of student assistants for advanced seminars, extended reference services[e]: instruction for independent study, use of programmed devices, consultants' services, and student and administrative representation at conferences	3,000
	$10,000
	$15,000

1971-72: Twenty-four seminars (twelve per semester).

A) B) $250 per seminar + 5% = $262.50 x 24 =	$ 6,300
C) D) E) $10,000 + 5% =	10,500
	$16,800

1972-73: Thirty seminars (fifteen per semester)[f].

A) B) $262.50 per seminar + 5% = $276 x 30 =	$ 8,280
C) D) E) $10,500 + 5% =	11,025
	$19,305

[Notes will be found on pages 10 and 11]

1973-74: Thirty seminars (fifteen per semester).

A) B) $276 per seminar +5% = $290 x 30 = ... $ 8,700

C) D) E) $11,025 + 5% = ... 11,575[+]

$20,275

1974-75: Thirty seminars (fifteen per semester).

A) B) $290 per seminar + 5% = $305 x 30 . . . . . $ 9,150

C) D) E) $11,575 + 5% = ... 12,150[+]

$21,300

II. Programmed instructional materials: inventing, testing, and using.

1970-71: A program in the use of a dictionary catalog (Library of Congress), "From topic to information by way of the card catalog." See Attachment A for a description of the cost $2,320

1971-72: A program in the use of government documents $2,500

1972-73: A program in the formation of concepts from a set of information, "On coming to terms" $2,500

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[a]Training period.

First day: The trainee works with his seminar leader on identifying the main concepts of the seminar and on their place in the development of the seminar. With the leader, the librarian, and the supervisor, he does the gross bibliographical work of the seminar.

Second day: More of the first day's work.

Third day: The trainee works with his seminar leader on identifying a sample sub-topic of the seminar. With the leader, the librarian, and the supervisor, he practices doing fine-grained bibliographical search.

Fourth day: The trainee, the leader, the librarian, and the supervisor put the fine-grained work into the context of the gross and sum up the nature of the seminar. They seek particularly to stipulate in specific terms the goal of the seminar.

[b]We plan not to spend project money on such stipends unless it is necessary for developing participation in the project.

[c]The seminar supervisor's job with regard to the library project is to blend the facilities of the library into the seminar program by suggesting to leaders and students kinds of problems and ways of attacking them that will make the library a teaching instrument.

[d]The Librarian's main job with regard to the project is to bring his expertise to bear on bibliographical problems in the training sessions and in the course of the seminars.

[e]The reference librarian's main job with regard to the project is to bring his expertise to bear on bibliographical problems throughout the year. He will work particularly with the upperclassman peer teachers.

[f]Fifteen seminars per semester will mean enough places for every freshman in a class of 260 to have the experience of a seminar sometime before he becomes a sophomore.

ATTACHMENT A

COST AND DESCRIPTION OF A PROGRAM IN THE USE OF A CARD CATALOG

A four-part, 217-page program in 25 copies.

Invention and revision

150 hours/section x 4 = 600 hours @ $3	$1,800

Production

Xerox and stencils	$ 85	
Binders	25	
200 LC cards	20	
Stenciling and binding 75 hours @ $2	150	
Paper	40	
. . . . .		320

Testing

5 hours @ $2 = $10 x 20 subjects	200
	$2,320

The program is designed for students (late high-school and college) who need to find their way from subject to subject in the card catalog. It should take the place of group instruction or orientation sessions.

It is based on the Library of Congress classification system and Library of Congress subject headings. It assumes a single catalog (author, title, and subject interfiled) but it can be adapted to a divided catalog. It assumes the Wabash College Library filing practices, but to a certain degree of particularity it can be adapted to other practices.

It contains the following sections:

1. How to read a unit card in order to distinguish author entries, title entries, and subject entries.
2. How to select from one's topic some term to use as a possible subject heading.
3. How to get from a term not used as a subject heading to a term that is used as a subject heading.
4. How to get from one subject heading to another; how to get out of a dead end.

It touches on the filing system and on the use of subject headings in an index like Reader's Guide. It uses Library of Congress cards as illustrations.

It uses as examples actual topics that Wabash College students have had to handle in the last three years. It will be applicable, obviously, to Wabash College and should be applicable to at least the nine other colleges in the Great Lakes Colleges Association which now use or are preparing to use Library of Congress classification.

APPENDIX B

Summary of Library Project Questionnaire Return

At the end of the project's first year, John Lawrie, Associate Professor of Psychology, aided the library staff in the interpretation and evaluation of the results of a questionnaire distributed to students in May, 1971. The following is a copy of his report along with a sample questionnaire.

SUMMARY OF LIBRARY PROJECT QUESTIONNAIRE RETURN

Introduction - As a part of the library project an opinion questionnaire was administered to 250 participants in library seminar projects. This was a mail questionnaire and as of June 6, 1971, 96 questionnaires were returned representing 38% of the total possible population. It should be noted that it has been found in other studies that people who are likely to return mail questionnaires on a voluntary basis can besystematically different in terms of personality variables from other individuals who do not return such questionnaires. Once the questionnaires had been tabulated items were classified into five general categories:

1. General worth.
2. Techniques.
3. Frequency of library useage.
4. Main function.
5. Seminar.

Results - In the "general worth" category, faculty member participants were significantly more favorable in their ratings of the "usefulness of the seminar experience" and were either students or assistants (question #1). This same pattern shows itself again when participants were asked whether they would participate in a similar seminar again; faculty members were more positive than were student assitants while students fell between these two groups (question #10). A final interesting result in the "general worth" category was the students reporting that on the average they would have some interest in working as an employee in the library. On the average, they responded at a 3.95 level on a 5. scale. We, of course, do not know how this would compare with an unselected group of students on the campus but presume this indicates a fairly high level of interest. It is interesting to note that the significant of differences that obtained over the three sub-population groups all occurred between student assistants and faculty members and that in general the student responses tended to fall between the relatively low student assistant assessments and the relatively high faculty assessments.

In the "techniques area" we observe the pattern that the student assistants report they gained more in technical expertise (questions #2, 8 and 14) than did the students, but that the students gained more than faculty members.

In the frequency of library use category (questions #3, 6 and 7) we find no significant differences over the three sub-population groups.

There were several items (questions #4,9 and 12) which dealt with the "main function" of the library. These items attempt to tap attitudes relating to the function and purpose of the library in the college community. Although students and faculty members are not very positive in their belief that the library should be a repository of resources (question #4) they are more likely to feel that way than student assistants. Further, faculty members are less likely to believe that they should receive instruction in the resources of the library that pertain to their courses than are students (question #12).

Turning now to those items dealing with the "seminar experience" proper we find that student assistants were less likely to believe that students worked hard in their seminar than were either faculty members or students themselves (question #15). We wondered whether the seminar experience would lead to

continuing work in the particular area as a type of "fall out". In this area (question #18) faculty members report that they are more likely to continue to work in the area of the seminar than either students or student assistants.

Conclusions and Recommendations - If we look at this whole set of data there are at least two general themes that seem to run through the material. The first is that the ratings, on the whole, in the category of "general worth", which assumedly are aimed at measuring opinions concerning the total experience, are likely to be higher than the ratings for any of the other item categories. We could speculate then that the total experience carried more with it than was tapped by the sum of its parts. Apparently the feelings on the seminar, on techniques, on library useage, and on the main function of the library are not simply additive in their impact on a participant's assessment of the general worth of his experience. It should be remembered, however, that it is a well-known psychological finding that individuals who have been through an experience and who have expended some effort in that experience are more likely to perceive that experience as having been valuable than individuals who have not been through such an experience. In other words, what we may be getting here is at least partially a reduction of the psychological "dissonance" that would result if an individual felt he had gone through a worthless experience; he therefore perforce tends to perceive the experience as having been valuable. Secondly, it appears clear that on the whole the student assistants were less positive in their assessment of what took place in the library project than were either the students or the faculty members involved. A cursory review of some of the written comments to the questionnaire indicates that the student assistant role is at the moment a "unhappy" one. Although I did not observe the process my guess is that the student assistants really were not assistants.

Recommendations are the following: 1. An intensive redefinition of the role of the student assistant. 2. A more careful procedure for gathering data concerning reactions to the process which is built right into the seminar experience itself. 3. Use the results of this questionnaire together with other materials for a more careful hopefully behaviorally based definition of the goals of the seminar as distinguished from the goals of the library.

AVERAGE ITEM SCORES BY SUB-POPULATION

WABASH COLLEGE LIBRARY PROJECT: 6/6/71 (N = 96)

CATEGORY	ITEM	STUDENTS	STUDENT ASSIST.	FACULTY
General Worth				
	1	4.32	4.14	4.90
	10	4.15	3.57	4.53
	11	4.28	4.14	4.61
	16	4.57	4.85	4.46
	17	3.95	3.85	2.69
	19	2.18	1.83	2.33
Techniques				
	2	3.21	3.83	2.76
	8	3.27	3.85	2.53
	14	3.52	3.83	2.69
Freq. Lib. Use				
	3	2.97	3.14	2.37
	7	3.59	3.28	3.23
	6	3.45	3.00	3.53
Main Function				
	4	2.97	1.71	2.69
	9	3.91	4.00	4.30
	12	3.78	3.33	2.84
minar				
	5	3.00	2.87	3.46
	13	3.77	3.16	4.15
	15	3.77	2.71	4.23
	18	3.50	2.50	4.46
	20	4.47	4.85	3.76

THIS QUESTIONNAIRE IS NOT TO BE SIGNED

The group concerned with directing the Library Project is interested in your personal evaluation of the project. Some people have said that the program is "good"; others feel it has not been worthwhile. We are interested in your personal and candid opinion.

Thank you for your help and we will be publishing the results in the library if you want to find out how the study "comes out."

Please check one of the following that describes you.

_____student who took a seminar which used a student assistant trained in the Library Project

_____faculty member who gave such a seminar

_____student assistant who assisted in such a seminar

Next to each item circle one number that most nearly describes the extent to which the item reflects your feeling or opinion. These items are all phrased "positively" but do not hesitate to show your negative feelings when you have them.

In making your ratings use the following scale:

If you circle	it means
1	strongly disagree with the statement
2	moderately disagree with the statement
3	feel neutral about the statement
4	moderately agree with the statement
5	strongly agree with the statement

	Circle one number
1. All things considered, I would rate my experience in the seminar as useful.	1 2 3 4 5
2. My experience in the seminar gave me a better understanding of how to use the resources of the library.	1 2 3 4 5
3. I use the library more now than I did before I participated in the seminar.	1 2 3 4 5
4. I think the main function of a library at a place like Wabash is to keep books, periodicals, etc., centralized . . . basically, it should be a storehouse.	1 2 3 4 5
5. The seminar changed the way I prepare for some of my other courses.	1 2 3 4 5

		Circle one number				
6.	I found that I needed to use the library's reference services and the seminar assistant.	1	2	3	4	5
7.	I plan to use the library a lot more in the future.	1	2	3	4	5
8.	I learned a lot of valuable library techniques in the seminar.	1	2	3	4	5
9.	Every student taking a seminar would find it useful to have a session in the library with the reference librarian, the seminar leader, and the student assistant, working on problems of that seminar.	1	2	3	4	5
10.	Knowing what I know now, I would participate in a similar seminar again.	1	2	3	4	5
11.	I would recommend participation in a seminar.	1	2	3	4	5
12.	It would now be useful to me to have instruction in the resources of the library that pertain to my courses.	1	2	3	4	5
13.	I liked having a student assistant in the seminar.	1	2	3	4	5
14.	I can now distinguish the usefulness of the card catalog from the usefulness of such an index as Social Sciences and Humanities Index.	1	2	3	4	5
15.	Students worked hard in my seminar.	1	2	3	4	5
16.	I feel the seminar program should be continued at Wabash.	1	2	3	4	5
17.	I would find it interesting to work as an employee in the library.	1	2	3	4	5
18.	I continue to work in the area that the seminar covered.	1	2	3	4	5
19.	I think that using the library is over-rated.	1	2	3	4	5
20.	I feel I know more about the subject area of my seminar than I knew before.	1	2	3	4	5

Only students need answer item # 21:

	Circle one number
21. I would enjoy being a student assistant.	1 2 3 4 5

22. Please comment here on any aspect of the seminars that have used a student assistant trained in the Library Project, on any aspect of the Library Project itself, and on any aspect of this questionnaire:

Please return the questionnaire in the stamped and addressed envelope which is enclosed.

APPENDIX C

Library Assistants

In December, 1974, Joseph O'Rourke, Chairman of the Speech Department, and James Flynn, Assistant Professor of Speech, prepared and distributed the following questionnaire to students enrolled in Speech I in the fall semester.

Library Assistants

During this past semester, three students were employed to assist you with Speech I course work. The students were asked to assist by being available in the library for the purpose of acquainting the uninitiated with the many services available. In addition, the assistants were available to provide feedback related to the fundamentals of speech composition, i.e., selecting a topic, phrasing a thesis statement, outlining, etc. The following questions are designed to evaluate the effectiveness of the program. In essence, we would like to know whether or not the program is worth continuing.

1. During the course of the semester how often did you consult with the student assistants:
   9 a. frequently
   17 b. occasionally
   7 c. rarely
   11 d. once or twice
   9 e. never
   3 (no response)

2. How often did you make use of library facilities independently of the assistants:
   42 a. frequently
   9 b. occasionally
   2 c. rarely
   2 d. once or twice
   0 e. never
   1 (no response)

3. The student assistants seemed to be
   10 a. very familiar with the library facilities
   23 b. familiar with the library facilities
   5 c. familiar with only the bare rudiments of library services
   0 d. generally lacking basic knowledge of basic library services
   1 e. no more knowledgeable than the average student
   13 f. I don't know
   4 (no response)

4. As a rule, the student assistants were
   26 a. very willing to offer assistance
   15 b. willing to offer assistance
   2 c. somewhat reluctant of offer assistance
   0 d. reluctant to offer assistance
   0 e. irratated by requests for assistance
   6 f. I don't know
   5 (no response)

5. Basically, I would say the availablity of student assistants assigned specifically to work with Speech I students

7 a. encouraged me to use the library to a greater extent than I would have had the assistants not been available.
16 b. made it possible to directly relate library services to specific course work.
18 c. greatly benefited those students not already familiar with basic library usage.
1 d. represents a waste of resources.
14 e. no opinion.
0 (no response)

6. Did the appointments schedule, used two or three times during the semester, encourage you to make use of the library facilities?

23 a. yes
20 b. no
7 c. I did not make an appointment.
6 (no response)

7. Did you find it helpful to have the student assistants available to operate the tape equipment during the practice sessions preceding the presentation of speeches in class?

35 a. yes
2 b. no
16 c. I did not attend the practice sessions
3 (no response)

8. Generally, did you find that the student assistants knew enough about basic speech principles to be helpful in the preparation of your speeches?

11 a. they were very knowledgeable.
29 b. they were knowledgeable.
1 c. they had a command only of the very basic principles.
0 d. they didn't seem to know any more than I did.
11 e. no opinion.
4 (no response)

9. In sum, I think the student assistance program should be:

37 a. continued.
3 b. continued on a more limited basis.
5 c. continued but with some changes.
1 d. eliminated.
7 e. no opinion.
3 (no response)

10. Please feel free to express any views pertinent to the library assistance program not covered by the preceding questions.

APPENDIX D

Council on Library Resources

During April and May of 1975 members of the library staff distributed the following questionnaires to students, student assistants, and faculty members respectively. With the aid of John Lawrie they were prepared by Donald E. Thompson and Reference Librarian Mark Tucker, and were designed to help determine the impact of the project over the past five years.

COUNCIL ON LIBRARY RESOURCES

We need your help to evaluate a Lilly Library Project.

Since 1970, Wabash has been receiving a grant from the Council on Library Resources.

This questionnaire is designed to help us pinpoint strengths and weaknesses in our service in general, and our CLR project in particular.

When a question refers to a "tutorial" it means the whole range of courses, i.e., freshman seminars, etc., in which student library assistants have participated.

All responses to this questionnaire are confidential so do not sign it. We can benefit from this study only if you are completely candid in your responses. And, we will be glad to review the results of the study with you upon request.

When you have completed your questionnaire, please return it to: Don Thompson
Lilly Library

One other item, we will not be able to include your data in our analysis unless your questionnaire is returned by April 25, 1975.

Thank you for helping us in our effort to make the library more responsive to the needs of the college.

Next to each item circle the letter or letters that most nearly describe(s) the extent to which the statement reflects your opinion.

In making your ratings use the following scale:

If you circle	it means
SA	strongly agree with the statement
A	moderately agree with the statement
N	feel neutral about the statement
D	moderately disagree with the statement
SD	strongly disagree with the statement

1.	I feel that I can find what I am looking for in Lilly Library.	SA	A	N	D	SD
2.	I sought help from the student assistant in my freshman tutorial (or other class).	SA	A	N	D	SD
3.	Student assistants were familiar with library resources.	SA	A	N	D	SD
4.	I make use of library facilities for purposes other than course-related research.	SA	A	N	D	SD
5.	Most students I know need help in knowing how to use the library.	SA	A	N	D	SD
6.	Student assistants are willing to help when I approach them.	SA	A	N	D	SD
7.	Knowing how to use the library increases my chances of making good grades.	SA	A	N	D	SD
8.	Lilly Library is equipped to meet my research needs as a student at Wabash.	SA	A	N	D	SD
9.	I think the program of using student assistants in freshman tutorials (and other classes) should be continued.	SA	A	N	D	SD
10.	I go to the library for audiovisual materials such as slides, tapes, films, records, filmstrips, videotapes, etc.	SA	A	N	D	SD
11.	Students should be encouraged to ask the library to buy materials (books, periodicals, non-print) that they think are needed.	SA	A	N	D	SD

PLEASE USE THIS SPACE OR THE BACK PAGE FOR ADDITIONAL SUGGESTIONS OR CRITICISMS.

THANK YOU FOR YOUR HELP IN THIS PROJECT.

COUNCIL ON LIBRARY RESOURCES

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This questionnaire is designed to help us pinpoint strengths and weaknesses in our service in general, and our CLR project in particular.

When a question refers to a "tutorial" it means the whole range of courses, i.e., freshman seminars, etc., in which student library assistants have participated.

All responses to this questionnaire are confidential so do not sign it. We can benefit from this study only if you are completely candid in your responses. And, we will be glad to review the results of the study with you upon request.

When you have completed your questionnaire, please return it to: Don Thompson
Lilly Library

One other item, we will not be able to include your data in our analysis unless your questionnaire is returned by April 25, 1975.

Thank you for helping us in our effort to make the library more responsive to the needs of the college.

Next to each item circle the letter or letters that most nearly describe(s) the extent to which the statement reflects your opinion.

In making your ratings use the following scale:

If you circle	it means
SA	strongly agree with the statement
A	moderately agree with the statement
N	feel neutral about the statement
D	moderately disagree with the statement
SD	strongly disagree with the statement

1.	The subject matter I teach lends itself to using the library.	SA	A	N	D	SD
2.	The library should only buy materials that relate to courses taught at Wabash.	SA	A	N	D	SD
3.	Most students would make better grades if they were more knowledgeable about how to use the library.	SA	A	N	D	SD
4.	The student assistant in my tutorial (or other class) was adequately trained in the use of library resources.	SA	A	N	D	SD
5.	I would like to use more non-book materials (slides, tapes, films, records, filmstrips, videotapes) in my classes.	SA	A	N	D	SD
6.	Generally speaking, having a student assistant was worthwhile to me.	SA	A	N	D	SD
7.	The current system of training student assistants for tutorials should be continued.	SA	A	N	D	SD
8.	I feel free to consult the library staff about materials or services for my courses.	SA	A	N	D	SD
9.	The student assistant's knowledge of library resources benefitted students in my tutorial.	SA	A	N	D	SD
10.	Library resources at Wabash are strong enough to support my class work.	SA	A	N	D	SD
11.	I think the library staff is capable of responding to my requests for assistance.	SA	A	N	D	SD
12.	I felt able to put the student assistant to good use.	SA	A	N	D	SD

PLEASE USE THIS SPACE OR THE BACK PAGE FOR ADDITIONAL SUGGESTIONS OR CRITICISMS.

THANK YOU FOR YOUR HELP IN THIS PROJECT.

COUNCIL ON LIBRARY RESOURCES

We need your help to evaluate a Lilly Library Project.

Since 1970, Wabash has been receiving a grant from the Council on Library Resources.

This questionnaire is designed to help us pinpoint strengths and weaknesses in our service in general, and our CLR project in particular.

When a question refers to a "tutorial" it means the whole range of courses, i.e., freshman seminars, etc., in which student library assistants have participated.

All responses to this questionnaire are confidential so do not sign it. We can benefit from this study only if you are completely candid in your responses. And, we will be glad to review the results of the study with you upon request.

When you have completed your questionnaire, please return it to: Don Thompson
Lilly Library

One other item, we will not be able to include your data in our analysis unless your questionnaire is returned by April 25, 1975.

Thank you for helping us in our effort to make the library more responsive to the needs of the college.

Please check one of the following that describes your participation in the library project.

A. Student assistant who assisted in a tutorial (or other class) and was trained in the Library Project but did not work at the reference desk. _____
If you checked A, please respond to questions 1-16.

B. Student assistant who was trained in the Library Project and subsequently worked at the reference desk, but did not assist in a tutorial (or other class). _____
If you checked B, please respond to questions 1-13, 17-19.

C. Student assistant who assisted in a tutorial (or other class), was trained in the Library Project, and subsequently worked at the reference desk. _____
If you checked C, please respond to questions 1-19.

Next to each item circle the letter or letters that most nearly describe(s) the extent to which the statement reflects your opinion.

In making your ratings use the following scale:

If you circle	it means
SA	strongly agree with the statement
A	moderately agree with the statement
N	feel neutral about the statement
D	moderately disagree with the statement
SD	strongly disagree with the statement

1.	I would rate my training in the library project as useful to my undergraduate course work.	SA	A	N	D	SD
2.	Library training seminars should be developed into an optional, full-credit course.	SA	A	N	D	SD
3.	As a result of my library training, I have used the library for course-related research more frequently.	SA	A	N	D	SD
4.	Students should be encouraged to ask the library to buy materials (books, periodicals, non-print) that they think are needed.	SA	A	N	D	SD
5.	Learning more about how to do library research has helped me in graduate school. (Respond if the item is applicable.)	SA	A	N	D	SD

I can now show another student how to use the following resources:

6.	Indexes such as Essay and General Literature Index and Social Sciences and Humanities Index	SA	A	N	D	SD
7.	New York Times Index and the New York Times on microfilm	SA	A	N	D	SD
8.	Interlibrary loan requests for books or photoduplicated articles	SA	A	N	D	SD

9.	Biological Abstracts	SA	A	N	D	SD
10.	Library of Congress List of Subject Headings	SA	A	N	D	SD
11.	McGraw-Hill Encyclopedia of Science and Technology	SA	A	N	D	SD
12.	Government documents through sources such as the CIS Index and Monthly Catalog	SA	A	N	D	SD
13.	Bibliographies such as the National Union Catalog and the Library of Congress Catalog of Printed Cards	SA	A	N	D	SD
14.	I felt adequately prepared to assist students who requested help in my tutorial.	SA	A	N	D	SD
15.	Students in my tutorial were willing to ask for assistance.	SA	A	N	D	SD
16.	Working with a faculty member in course preparation (grading papers, assisting students in assignments, participating in class discussions, etc.) was a worthwhile experience.	SA	A	N	D	SD
17.	I felt adequately prepared to assist students who approached me at the reference desk.	SA	A	N	D	SD
18.	I am satisfied with the number of students who seek assistance when I work at the reference desk.	SA	A	N	D	SD
19.	Working at the reference desk (and in other capacities as a library assistant) has been a worthwhile experience.	SA	A	N	D	SD

PLEASE USE THE BACK PAGE FOR ADDITIONAL SUGGESTIONS OR CRITICISMS.

PLEASE COMMENT--ESPECIALLY IF THE QUESTIONNAIRE DID NOT ALLOW YOU ENOUGH FREEDOM TO EXPRESS YOUR POINTS OF VIEW.

THANK YOU FOR YOUR HELP IN THIS PROJECT.

APPENDIX E

Information Guide, Lilly Library, Wabash College

This brochure is a complete update of the student library handbook prepared in 1972. It was designed and written by Reference Librarian Mark Tucker, Reference Assistant Michael Kiley, and Acquisitions Librarian Barbara Easterling with consultation from Cataloger Barbara Worosz. Copies were distributed to all students registering for classes in the fall semester, 1975.

INFORMATION GUIDE

LILLY LIBRARY, WABASH COLLEGE

As you enter Lilly Library, feel free to ask any of the staff for assistance no matter how obvious you think your question may be. After all, you are in a library new to you, and every library is different. You may not be acquainted with Library of Congress classification, for instance, since most of you have used the Dewey system in your public and school libraries. Or you may not know where periodicals and newspapers are kept. Ask. We are here to help.

SERVICES AND FACILITIES

Reference

The reference area of the library is made up of a collection of books designed to give quick, ready information rather than books meant for continuous reading. Reference assistance is always available. The reference desk is often staffed by students who have been trained through a special project funded by a grant made to Lilly Library. In addition, there is a full-time reference librarian, and all of the library staff have had reference experience and are willing to assist you when help of any kind is needed.

On occasion you may require materials, either books or periodical articles, which are not available in our library. These may be secured through Interlibrary Loan, a system in which our library borrows from another library.

Reserve Books

Professors often place books on reserve when they want to give students reading assignments. These books are kept at the circulation desk so that they will be available when you need them, and in general they are meant to be used in the library. However, you can check them out overnight, one hour before closing, but they must be returned within the first hour that the library is open in the morning.

Study Carrels

Carrels (study desks) are located around the outside walls of the basement, main floor and second floor. You may reserve a carrel for a semester, thereby making it convenient to check out books for use in the library. Books and periodicals may be reserved for your carrel on special circulation cards. Most carrels are not reserved, however, and are available when a quiet place is needed for study.

Photocopying

Periodical articles and other research material may be photocopied on our Xerox machine or microfilm reader-printer at 10¢ per page.

Periodicals

Current magazines and journals are found in the reference area of the first floor, and all earlier volumes are bound and located on the north side of the basement.

Phonograph Recordings

The library contains a large collection of records which you may either check out or use in the library. For in-library use, turntables and headphones are provided. Consult the assistant at the circulation desk.

Book and Periodical Requests

We encourage students to recommend books and periodicals which the library might acquire. Your reasons for particular selections may be given to any staff member and will be carefully considered.

COLLECTIONS AND RESOURCES

The library contains special collections including:
archives and related material on Wabash College,
a separate gift collection from Pierre Goodrich,
U.S. Government documents (primarily Congressional hearings and reports),
and a chemistry library on the 2nd floor of Goodrich Hall.

Resources feature:
microfilm backfiles of the Wall Street Journal, New York Times, and New York Times Index,

encyclopedias such as Encyclopedia of Philosophy, Encyclopedia of the Social Sciences, and McGraw-Hill Encyclopedia of Science and Technology,

abstracts such as Biological Abstracts, Historical Abstracts, and Modern Language Association Abstracts, and

indexes including Reader's Guide, Social Sciences and Humanities Index, and Public Affairs Information Service.

POLICIES

Open Stacks

Books and periodicals are contained in what we term "open stacks" meaning that you are free to go directly to the book shelves and select whatever you wish. (In some libraries one must request specific items and a library employee gets the materials; the library patron does not have direct access to the books and periodicals.)

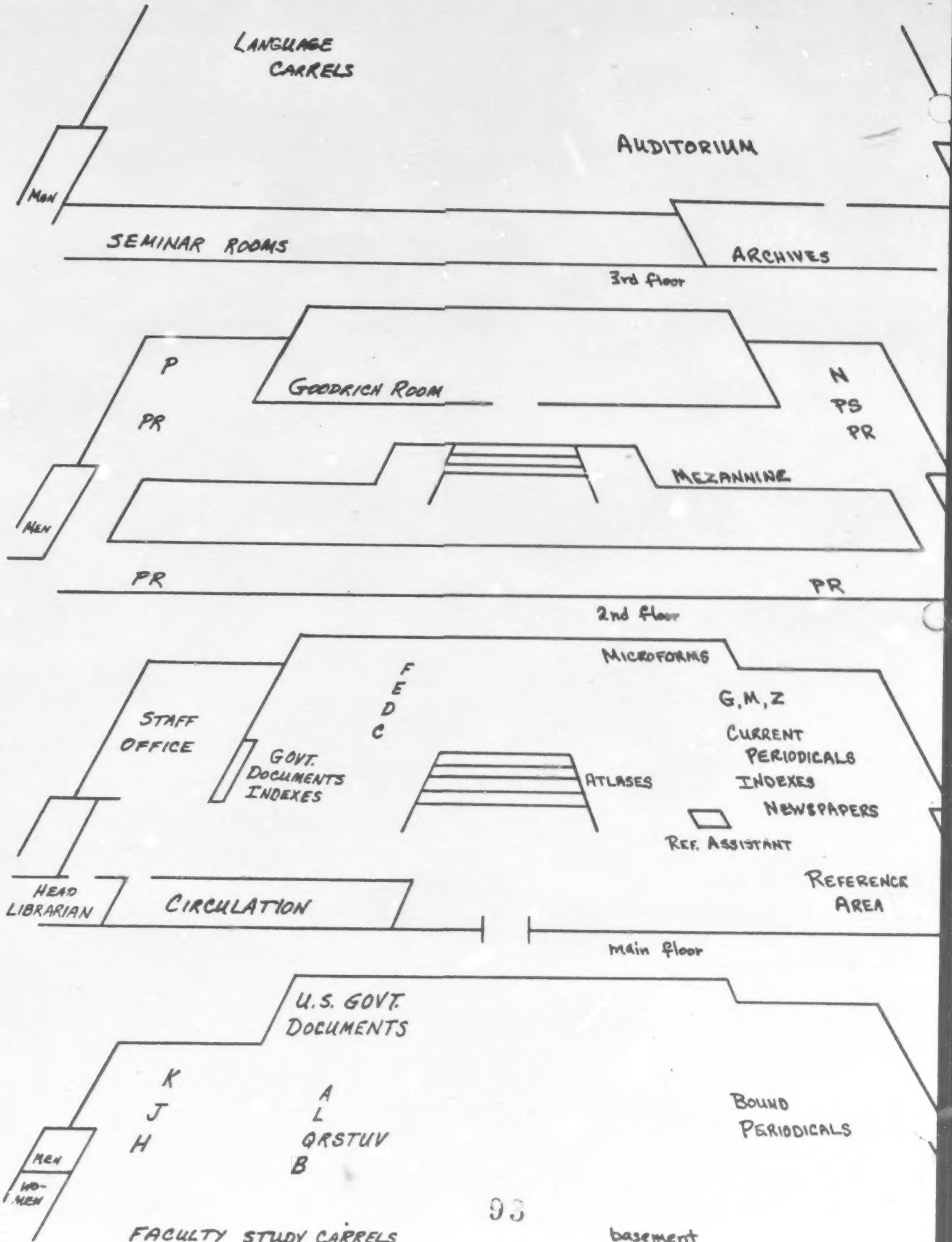
Circulation

You may check out most of the library's holdings. However, there are some limitations such as reference books and periodicals which are to be used in the library. The check-out period for phonograph records is 2 weeks.

Hours

The library is open approximately 90 hours a week. Specific hours are always posted just inside the front doors. Generally, you can expect to be able to use the library 8:00 A.M. through 12 midnight during the week, with more limited hours over the weekend.

IF YOU NEED:	CONTACT:
To request information for term papers or study projects,	student reference assistant, Mark Tucker, or any other staff member.
To borrow books or secure photocopies of material not in Lilly Library,	reference assistant, Mark Tucker, or Lorna Wilshire.
Assistance in using microfilm readers or the reader-printer,	reference assistant or any staff member.
To recommend books you think the library should buy,	Barbara Easterling.
To recommend periodical subscriptions for the library,	Donald Thompson.
To borrow books or periodicals your professor has placed on reserve,	circulation attendant.
To reserve a library study carrel for an entire semester,	Catherine Fertig.
Assistance in using indexes to Congressional hearings,	Ann Lebedeff.
To locate periodicals or newspapers,	Rose McCormick.


LANGUAGE CARRELS
AUDITORIUM
MEN
SEMINAR ROOMS
ARCHIVES
3rd floor
P
PR
GOODRICH ROOM
N
PS
PR
MEZZANINE
MEN
PR
PR
2nd floor
MICROFORMS
STAFF OFFICE
F
E
D
C
GOVT. DOCUMENTS INDEXES
ATLASES
G, M, Z
CURRENT PERIODICALS
INDEXES
NEWSPAPERS
REF. ASSISTANT
HEAD LIBRARIAN
CIRCULATION
REFERENCE AREA
main floor
U.S. GOVT. DOCUMENTS
K
J
H
A
L
QRSTUV
B
BOUND PERIODICALS
MEN
WOMEN
FACULTY STUDY CARRELS
basement

APPENDIX F

Indexes and Abstracts in the Lilly Library

This bibliography was prepared by in-house assistants in the spring semester, 1972. It was edited by Student Assistant Mark Nicolini and is intended for self-directed in-library use by students engaged in research for term papers and other library-related projects.

Indexes and Abstracts in the Lilly Library

THE FOLLOWING SUMMARY of indexes and other specialized sources is the result of the combined efforts of Wabash College's Reference In-House Assistants Program. Contributing were Andy Barnes, Gretchen Wolf Deter, Art Diamond, John Feasel, Bruce Ong, Pete Patchell, Mike Reardon, Steve Shafer, Terry Smith, and Mark Nicolini, the latter also serving as editor of this report.

ART INDEX

Ref.
Z 5937.A78
Index Bar

The Art Index has been described as a readers' guide to art. It has been published since 1929, although the Lilly Library has only those cumulations from 1967 onward. The scope of this index is surprisingly broad, as it contains not only examples of art in all its forms, but also includes reviews and essays on the relevant material.

The distinctiveness of this index lies in its listing of the graphic arts in various forms: not only are the works of art themselves (as Reproductions) indexed, but also articles on various exhibitions, the arts and their artists, and on periods and theories of art. These are taken from museum bulletins as well as various professional journals. Entries are by subject (the artist, work, or period, etc.) and author. It includes both English and foreign language journals.

BIOGRAPHY INDEX

Ref.
Z 5301.B5
Index Bar

The Biography Index is a cumulative index to biographical material in books and magazines. A Wilson publication, its first volume appeared in 1949 and covered material from January, 1946. The publication extends to the present and the Lilly Library holds the entire set of volumes. Entries are made by the names of the biographees, arranged in alphabetical order. The main entry section is followed by a list of the biographees organized by profession or occupation. Only twentieth-century publications are included, but biographees date back to early civilization (ex: Aaron, Aesop, etc.).

The index is comprehensive in scope and is intended to review general and scholarly reference needs. Biographical material indexed includes obituaries, collections of letters, diaries, memoirs, bibliographies, and other incidental biographical material. All biographees are American unless otherwise indicated.

The outstanding feature of the index is probably its index to professions and occupations. This reference tool is a valuable gateway for research in all fields -- for biography and personal context.

BIOLOGICAL ABSTRACTS

periodical

Biological Abstracts is a specialized source of research material the scope of which extends to all areas of the biological sciences. It indexes materials from books, periodicals, and other relevant sources. Entries are made by subject. Wabash owns the entire cumulation, which dates from 1926.

(Biological Abstracts, cont.)

Its most distinctive feature is the Computer Rearrangement of Subject Specialties (CROSS), which has been included only in the most recent volumes. The computer has also made possible a key word (out of context) index. Any student doing research in the life sciences would find this a valuable aid in his quest.

BOOK REVIEW DIGEST

Ref.
Z 1219.C96

The Book Review Digest has been published by the Wilson Company since 1905. The Lilly Library owns a complete cumulation of this index, which contains reviews of current fiction and non-fiction appearing in periodicals and journals. To qualify for entry, a book of fiction must have received at least four reviews; non-fiction, at least two. The main entry is the author of the book reviewed, and contains information directing the reader to the location of each review. The index also contains excerpts from the reviews and indicates whether a particular review was favorable or not. There now are subject and title indexes in every annual, and there are periodic cumulative subject and title indexes.

Only since 1960 has the indication of favorability appeared in the index. Another distinguishing aspect is its selectivity; the fact that its scope is more limited than the Book Review Index is in effect a quasi-evaluation of the books not indexed

BOOK REVIEW INDEX

Ref.
Z 1035.A1B7
Index Bar

The Book Review Index has been in existence only since 1965; Wabash possesses all the cumulations, which presently extend only to 1968. Other volumes will be published. Each cumulation covers all reviews within a pertinent year; no selectivity is exercised, and reviews are drawn from books, periodicals, newspapers, etc. Entries are made by the author of the book reviewed.

The outstanding features of this index include its total comprehensiveness and the absence of any evaluation of books or reviews in the index itself. This necessitates that the researcher come to his own conclusions in his evaluation of the review and/or the book.

EDUCATION INDEX

Ref.
A 5813.E23
Index Bar

The Education Index, a Wilson publication, has been published since 1929. The Lilly Library contains the complete collection. It indexes selected educational periodicals plus proceedings, yearbooks, and other relevant material by both author and subject entries.

Its scope is broad, dealing with all material relevant to education. Distinguishing characteristics include the familiar Wilson format of entry and its limitations to English language material. Students in the social sciences and anyone interested in education would find this index of value.

ESSAY AND GENERAL LITERATURE INDEX

Ref.
A 13.E752
Index Bar

The Essay and General Literature Index has been published since 1900. Its scope is broad, analyzing essays in anthologies or collections possessing reference value, with particular emphasis on the humanities. All of the various media are covered; entries are made by author's work, works about an author listed under ABOUT, criticism about an author's works listed under ABOUT INDIVIDUAL WORKS, as well as subject with list of appropriate titles.

Besides its unique style of entry, probably the most significant feature of this index is its variety of subject matter. This index is an extremely useful tool for research in the humanities, but is not to be overlooked for the sciences and social sciences.

INDEX OF ECONOMIC JOURNALS

Ref.
A 7164.E2A57
Index Bar

The Index of Economic Journals has been published since 1886; Wabash has the entire collection (the latest cumulation being for the year 1968). Its scope is directed to all articles dealing with economics, whether they be from books, periodicals, pamphlets, or whatever. Its coverage is limited to English language articles, and entry is made by subject classification, with articles listed alphabetically by author following the subject heading.

The index is specific in its entries; this, along with its long time span of existence, are its characteristic features. Its usefulness is not confined to any one area, although economics majors should, of course, have the most immediate need for this source.

POOLE's INDEX TO PERIODICAL LITERATURE

Ref.
AI 3.P7 1882

Poole's Index to Periodical Literature runs from 1802-1906. It indexes articles from periodicals by a subject form of entry. The Lilly Library contains the entire set of cumulations.

Poole's most outstanding feature is the extent to which it indexes topics of the late nineteenth and early twentieth centuries. This makes Poole's an extremely valuable tool for researchers interested in a viewpoint representative of the times.

PSYCHOLOGICAL ABSTRACTS

periodical

Psychological Abstracts covers the world's literature in psychology and related fields. It was first published in 1927 and the Lilly Library contains a complete cumulation. The scope of the Psych Abstracts is indeed broad, indexing periodicals, technical reports, and journals. Entries are made by large subject headings, with subheadings, followed by authors' names which serve as alphabetical organizers.

Psych Abstracts is the definitive gateway for anyone interested in doing research in this field. Its thoroughness and inclusion of brief summaries are its most outstanding qualities.

PUBLIC AFFAIRS INFORMATION SERVICE

Ref.
Z 7163.P9
Index Bar

Public Affairs Information Service (P.S.I.S.) has been in existence since 1914. P.A.I.S. indexes periodical literature, pamphlets, and other publications in the fields of economics and public affairs. Entries are made by subject.

This index is specialized in its coverage and would be of greatest value to students doing work in the social sciences. It should be noted that some government publications are indexed here.

READERS' GUIDE TO PERIODICAL LITERATURE

Ref.
AI 3.R48
Index Bar

The Readers' Guide to Periodical Literature has been published since 1890 and the Lilly Library contains the entire collection. This index is known for its generality of scope; selection of periodicals for indexing is done by a subscribers' vote with the primary emphasis being given to the reference value of the periodical. With the passage of time extra periodicals have been added to its coverage.

RESEARCH IN EDUCATION

periodical

Research in Education (ERIC) has been in existence since 1966; however, Wabash possesses only those issues from 1969 on. This index covers research dealing with all phases of education, for example: higher education, science and mathematics education, the disadvantaged.

It includes a comprehensive coverage of U.S. education research reported by nineteen clearing houses throughout the country. Its peculiar features are its entries, made by author, subject, institution, and accession number. Citations include abstracts of the original. This index would be of great value to those doing research in the field of education.

SOCIAL SCIENCES AND HUMANITIES INDEX

Ref.
AI 3.R49
Index Bar

The Social Sciences & Humanities Index was first published in 1906 and the Lilly Library contains the entire collection. This index was formerly known as the International Index and was originally a supplement to the Readers' Guide. The scope, as its name suggests, is broad, covering every thing from anthropology and archaeology to philosophy and sociology. Entries are made according to both subjects and authors. This index is a necessity for any student planning extensive research in either Division II or III.

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Most of the In-House Reference Assistants have stated that there appears to be little familiarity with the above reference tools in their living units. Outside of the Readers' Guide, Social Sciences & Humanities Index, and perhaps Psych and Bio Abstracts, few Wabash students are taking advantage of what could become a veritable goldmine in facilitating the learning process. Therein lies the crux of Project Awareness's responsibility, the in-house responsibility. Hopefully in the future months, Wabash students will become enlightened to the sundry opportunities which the Library offers for excitement, and that all members of the college community will become attuned to the vitality of the learning experience.

-- M.N.
Spring Semester
1972

APPENDIX G

U.S. Government Documents - Lilly Library

Wabash is a depository for U.S. Government Documents and has a student body with a large portion of pre-professional majors, therefore instruction in the use of documents is an important phase of the project. The following bibliography and work sheet was designed by Documents Assistant Ann Lebedeff and Mark Tucker for an experience-oriented introduction to the use of documents.

U.S. GOVERNMENT DOCUMENTS - LILLY LIBRARY

General Information

Lilly Library is a depository for official documents of the U.S. government. A depository chooses, collects, and organizes documents for the use of library patrons. The Wabash depository selects only a small part of all the documents made available to it by the Superintendent of Documents.

Location of Documents

Government documents are located in several sections of the library and in Goodrich Science Library. The largest part of the documents collection is located in the Government Documents section in the basement. Other documents are catalogued, given a Library of Congress classification number, and shelved in the general library collection. These documents may be found in the card catalog under: 1) author; 2) title; and 3) subject. Periodicals issued by government agencies are located in the periodicals section, either current (upstairs) or bound (basement). Check the card file for periodicals on the Index Bar in Reference. The Vertical File also contains materials which are of current interest. The Documents Bar includes such materials as indexes and catalogs used for locating specific titles. Documents of a highly specialized scientific nature are sent to Goodrich Science Library and may be used there.

Locating Documents in the Library

The government documents shelf list provides a listing of documents in the basement except for Smithsonian publications and the Congressional Serial set before 12792-3.Also in the shelf list are periodicals, vertical file materials, and documents bar indexes and catalogs. Only a few catalogued documents and Goodrich Science materials appear in the shelf list. Therefore, both the shelf list for documents and the general card catalog should be checked for documents in the library.

The following subjects are covered in more detail on separate sheets.

Terminology and Definitions
Numbering Systems for government documents
Indexes and Catalogs
Using the Shelf List
Locating Specific Information
- Serial Set
- Hearings
- Agency publications

Terminology and Definitions

Terminology:

Superintendent of Documents Classification Number (SuDocs number)

In the Lilly Library documents collection, the SuDocs number is the equivalent of the Library of Congress call number on books in the general collection. For Agency and Congressional publications the number classes range from A 1._ to Z. The order of the SuDocs numbers on the shelf is alphabetical and numerical. Therefore, Ae--- would come before Ar--; A 1.13 would come before A 2/1:__ and Y 4. Ag 8/1: would come before Y 4. Ar 2/3:.

Entry Number

This number is used in the Monthly Catalog to identify documents in the catalog - both in the index (back section) and to locate them in the catalog (front section). The entry number appears on the right of the subject, title, or author entry in the index. In the catalog section the entry numbers precede the title of each document, or appear on the left hand side of each page. Entry numbers are continuous throughout the year.

Definitions:

Agency Publications

Agency publications include documents issued by departments such as Commerce, Interior, and Labor; bureaus such as Census; agencies as the Environmental Protection Agency; the Library of Congress; Presidential commissions and councils; indepdendent agencies like the Advisory Commission on Intergovernmental Relations.

Congressional Publications

Congressional publications include a wide variety of materials such as hearings, committee prints, reports, bills, resolutions; Congressional proceedings such as the Congressional Record, or the Senate or House Journals; and collections of documents called the Congressional Serial Set.

The following are commonly used terms:

Hearings:	transcripts of testimony given before a committee. May include papers, reports or other materials in the testimony.
Committee prints:	general term for a publication issued by a committee in the form of a report or study.
Report:	(House or Senate) made by a committee after it has considered a bill
Bill:	the form in which legislation is proposed
Resolution:	document usually dealing with the business, procedure, or organization of the chamber to which it is related.

Definitions, contd.

Congressional Serial Set:

The serial set covers a large subject area and duplicates many documents issued by other branches of government. In Lilly Library each volume is numbered consecutively and shelved in the documents section. The serial number is necessary in locating a volume.
Location: The serial set is in the documents area marked "Congressional Serial Set".
Organization: Volumes may contain one document or many documents, and they appear in the volume numerically.

Congressional Record:

The Congressional Record is an account of daily proceedings in the House and Senate. However, besides the actual proceedings, speeches, articles, editorials, and magazine articles are inserted as part of the record. Both bound and daily copies have indexes. The daily Congressional Record for the current month is kept with the periodicals, while the older copies are shelved in the basement in the documents section where the bound volumes are kept.

Miscellaneous:

American State Papers 1789-1838

Collection of selected documents from early government sources.
Organization: Divided into ten groups with several volumes in each group. Look at Checklist, pp. 3-4 for categories.
Index: Has subject-name index in back of each volume.
Location: Shelved at beginning of "Congressional Serial Set" section. (Orange volumes)

GOVERNMENT DOCUMENTS

Numbering Systems

Hearings and Committee Prints:

The SuDocs number for a hearing or committee print is made up in two ways. The first is as follows:

The number Y 4. L 11/2: H 34/40/974/pt. 1 may be broken down as follows:

Y 4.	indicates a congressional hearing or committee print
L 11/2:	designation for the name of the committee; in this case the committee is the Senate Committee on Labor and Public Welfare
H 34	title designation; the subject of this hearing is "Health" - "H"; the title is "Health Manpower" - H 34
/40/	indicates numerical order of hearing or print
/974	indicates year in which hearings were held or bill considered
/pt. 1	indicates number of parts of hearing

Many SuDocs numbers are shorter so that you may see a number such as this:
Y 4. Ag 8/1: C 73/5

The second numbering system for hearings or prints is as follows:

Y 4. C 73/2: 93-49

Y 4.	hearing or committee print
C 73/2:	committee: in this case, Senate Committee on Commerce
93-49	meaning a hearing held during the 93rd Congress, number 49 in a series

Reports, Bills, Resolutions:

The following system is used.

93-2: S. rep. 1192	means, 93 Congress, 2nd Session, Senate Report no. 1192
93-2: S. 350	means, 93d Congress, 2nd Session, Senate Bill no. 350
93-2: H.R. 289	means, 93d Congress, 2nd Session, House Bill no. 289
93-2: S. res. 976	means, 93d Congress, 2nd Session, Senate Resolution no. 976
93-2: H. res. 844	means, 93d Congress, 2nd Session, House Resolution no. 844

Agency Publications:

There are various methods of numbering publications issued by departments or agencies. However, all of them have a prefix which indicates the issuing agency. Following the alphabetical prefix is a numerical system which indicates the type of publication within the department or agency or its subdivisions.

Table I

Department and Agency Symbols Currently In Use

A	Agriculture Department
AA	Action
AC	Arms Control and Disarmament Agency
C	Commerce Department
CC	Federal Communications Commission
CR	Civil Rights Commission
CS	Civil Service Commission
CZ	Panama Canal Company and Canal Zone Government
D	Defense Department
DC	District of Columbia
EP	Environmental Protection Agency
FA	Fine Arts Commission
FCA	Farm Credit Administration
FHL	Federal Home Loan Bank Board
FM	Federal Mediation and Conciliation Service
FMC	Federal Maritime Commission
FP	Federal Power Commission
FR	Federal Reserve System Board of Governors
FT	Federal Trade Commission
FTZ	Foreign Trade Zones Board
GA	General Accounting Office
GP	Government Printing Office
GS	General Services Administration
HE	Health, Education, and Welfare Department
HH	Housing and Urban Development Department (Formerly Housing and Home Finance Agency)
I	Interior Department
IA	United States Information Agency
IC	Interstate Commerce Commission
J	Justice Department
Ju	Judiciary (Courts of the United States)
L	Labor Department
LC	Library of Congress
LR	National Labor Relations Board
NA	National Academy of Sciences
NAS	National Aeronautics and Space Administration
NC	National Capital Planning Commission
NCU	National Credit Union Administration
NF	National Foundation on the Arts and the Humanities
NMB	National Mediation Board
NS	National Science Foundation
P	United States Postal Service
Pr	President of United States
PrEx	Executive Office of the President
RA	National Railroad Adjustment Board
RnB	Renegotiation Board
RR	Railroad Retirement Board
S	State Department
SBA	Small Business Administration

Table I (con't.)

SE	—	Securities and Exchange Commission
SI		Smithsonian Institution
T	—	Treasury Department
TC		Tariff Commission
TD		Transportation Department
VA		Veterans Administration
X and Y		Congress

Table IV

Agency Symbols of Current Congressional Committees
(Temporary select and special committees not included)

Y 4.Ae8:	Aeronautical and Space Sciences (Senate)
Y 4.Ag4:	Special Committee on Aging (Senate)
Y 4.Ag8/1:	Agriculture (House)
Y 4.Ag8/2:	Agriculture and Forestry (Senate)
Y 4.Ap6/1:	Appropriations (House)
Y 4.Ap6/2:	Appropriations (Senate)
Y 4.Ar5/2:	Armed Services (House)
Y 4.At5/3:	Armed Services (Senate)
Y 4.At7/2:	Joint Committee on Atomic Energy
Y 4.B22/1:	Banking and Currency (House)
Y 4.B22/3:	Banking and Currency (Senate)
Y 4.C73/2:	Commerce (Senate)
Y 4.D36:	Joint Committee on Defense Production
Y 4.D63/1:	District of Columbia (House)
Y 4.D63/2:	District of Columbia (Senate)
Y 4.Ec7:	Joint Economic Committee
Y 4.Ed8/1:	Education and Labor (House)
Y 4.F49:	Finance (Senate)
Y 4.F76/1:	Foreign Affairs (House)
Y 4.F76:2:	Foreign Relations (Senate)
Y 4.G74/6:	Government Operations (Senate)
Y 4.G74/7:	Government Operations (House)
Y 4.H81/3:	House Administration (House)
Y 4.In8/4:	Interstate and Foreign Commerce (House)
Y 4.In8/11:	Joint Committee on Internal Revenue Taxation
Y 4.In8/13:	Interior and Insular Affairs (Senate)
Y 4.In8/14:	Interior and Insular Affairs (House)
Y 4.In8/15:	Internal Security Committee (House)
Y 4.J89/1:	Judiciary (House)
Y 4.J89/2:	Judiciary (Senate)
Y 4.L11/2:	Labor and Public Welfare (Senate)
Y 4.L61/2:	Joint Committee on the Library
Y 4.M53:	Merchant Marine and Fisheries (House)
Y 4.N22/4:	Joint Committee on Navajo-Hopi Indian Administration
Y 4.P84/10:	Post Office and Civil Service (House)
Y 4.P84/11:	Post Office and Civil Service (Senate)
Y 4.P93/1:	Joint Committee on Printing
Y 4.P96/10:	Public Works (Senate)
Y 4.P96/11:	Public Works (House)
Y 4.R24/4:	Joint Committee on Reduction of Federal Expenditures
Y 4.R86/1:	Rules (House)
Y 4.R86/2:	Rules and Administration (Senate)
Y 4.Sci2:	Science and Astronautics (House)
Y 4.Sml:	Small Business Select Committee (House)
Y 4.Sml/2:	Small Business Select Committee (Senate)
Y 4.V64/3:	Veterans' Affairs (House)
Y 4.W36:	Ways and Means (House)

GOVERNMENT DOCUMENTS
Numbering Systems contd.

Examples:

C 1.1:	number for Department of Commerce Annual Report
C 3.3:	Census Bureau bulletins
C 13.2:	National Bureau of Standards - General publications

Following the agency and general numerical designation is the title designation:

Examples: EP 1.2: C 42/2

EP	Environmental Protection Agency
1.2:	General publications
C 42	title designation for a group of publications the subject of which is "Chemistry"
C 42/2	/2 - the 2nd in a group of publications about "Chemistry"

An example of a series designation appears below.

EP 1.23: 660/3-75-003

EP 1.23:	EPA Ecological Research Series
660/3	number of general series above
-75-003	3rd of a series issued in 1975

Other methods are illustrated.

L 2.3: 1759	Bureau of Labor Statistics (L 2.3) bulletin no. 1759
HE 1.1: 974	HEW Annual Report for 1974

Indexes, Catalogs, and Additional Sources

Current Sources:

CIS Annual and CIS Index 1970- Ref. KF 49 .C 62 Docs Bar

The CIS Annual is a new reference source begun in 1970, and promises to be invaluable to those interested in post-1969 congressional publications. This work annotates, abstracts, and indexes congressional hearings, reports, committee prints, and other congressional publications that appear during the legislative year. Entries can be located by subject, committee, and committee witness. The current issues of the CIS Index update the Annual and appear on a monthly basis. Cumulative indexes appear four times a year and cover the preceding quarter of the year.

Digest of Public General Bills and Resolutions 1973-
Ref. KF 18 .L5

The Digest is issued in several cumulative issues during the congressional year, and appears as a final issue at the end of each session of Congress. A brief digest of each bill and resolution introduced, the status of bills acted upon, and annotations of laws passed are provided in each volume. The volumes are indexed by subject, sponsor, and the title of the bill. Also, included is a table identifying identical senate and house bills.

Monthly Catalog of U.S. Government Publications 1939-
Ref. Z 1223 .A18 Docs Bar

The Monthly Catalog lists a large majority of documents issued by government agencies and Congress. Entries in the Catalog are under the issuing agency and give the title, author, (if other than an agency), depository number, and the SuDocs number. Generally, material can be found by subject in the index, using the entry at the end of the index citation to find material in the main part of the Catalog.

Public Affairs Information Service 1966- Ref. Z 7163 .P9 Index Bar

"A 'Reader's Guide' to government documents, reports, and scholarly journals dealing with government and public affairs "

ADDITIONAL ANNOTATIONS

Congressional Directory Ref. JK 1011

As an official publication of the Joint Committee on Printing, this is primarily names and addresses of committee members and agency employees.

Congressional Quarterly Almanac 1945- Ref. JK 1 .C66
JK 1.C66

The Almanac, an annual, contains general information about each session, committee and floor action on bills and resolutions, membership lists of lobbyists and committees, voting statistics, and other subjects related to Congress. Subject areas of a specific nature include Education and Health, Energy and Environment, and Agriculture. A subject and name index is included.

Congressional Staff Directory Ref. JK 1012 .C65

Unofficial (therefore more useful) this book provides much the same data as the Congressional Directory, but offers somewhat more. It describes the makeup of committees with biographical data on elected representatives as well as un-elected staff. It explains the purposes of each committee and lists representatives of each town of 1,500 or more.

Guide to the Congress of the United States Ref. JK 1021 .C56

The Guide provides a general narrative explanation of Congress and its responsibilities with some historical perspective. It includes a name appendix and a subject index.

Statistical Abstract of the United States Ref. HA 202 .A386
HA 202 .A386

The Abstract provides statistical information on categories such as population, law enforcement, and manufacturers as well as references to other publications and data sources. This is the standard one-volume source for statistical data on the United States.

U.S. Government Manual Ref. JK 421 .A3
JK 421 .A3

This is an official publication of the General Services Administration. It is especially useful in understanding the purposes and makeup of federal departments, commissions, and independent agencies. It includes names, addresses, and organizational charts as well as a perspective on the areaof authority of each agency.

Historical Sources

Checklist of U.S. Public Documents, 1789-1909
Ref. Z 1223 .A113 Docs Bar

Document Catalog 1893-1940 Ref. Z 1223 .A13 " "
Tables and Index... 1817-1893 Ref. Z 1223 .A1902 " "
(Tables of and annotated index to...)

Using the Shelf List

The Wabash College government documents shelf list is divided into three sections: Hearings, Agency Publications, and Serial Set (Congressional Serial Set).

Hearing shelf list:

The shelf list for hearings includes committee prints, reports, some bills, Senate and House reports and documents, and resolutions. Material is filed alphabetically by committee name and number. Within the committee, hearings and prints are filed alphabetically by title designation, or by number in the case of hearings in a series. Some reports are included with the hearings and prints if they have a SuDocs number beginning with "Y4". Resolutions, bills, House and Senate reports and documents may be found in the last drawer of the hearings shelf list.

Agency Publications shelf list

With the exception of the decennial censuses, agency publications are filed in the shelf list alphabetically by issuing agency. Generally shelf list cards are filed alphabetically and numerically within the issuing agency. The SuDocs number is the basis for filing all agency publications. Censuses are filed and shelved immediately before other agency publications.

Congressional Serial Set shelf list

The serial set at Wabash begins with the number 297, Senate Documents, 24th Congress, 2nd Session, 1837. This listing continues through number 12769 and may be found in the Serial Set Listing (blue notebook on Docs Bar). The Congressional Serial Set shelf list is continued in the documents shelf list in the drawer labeled "Serial Set". These cards represent recent acquisitions in the set.

Locating Specific Information

Catalogued in General Collection

1. SUBJECT → Wabash Card Catalog → Look under subject, title, or "U.S.-(issuing agency)".

Shelved in Documents Collection -Current Sources

2. SUBJECT

↓ CIS Index / CIS Annual

< Committee hearings, prints, reports; House and Senate documents, reports.

> SuDocs number, name of committee → Wabash Shelf List under "Hearings". Entries listed alphabetically (by committee) & numerically.

3. SUBJECT

↓ Monthly Catalog, Index

< Congressional & Agency Publications

> Monthly Catalog, entry number → Monthly Catalog for full entry and SuDocs number

↓ Wabash Shelf List (Government Documents

↙ Under "Agency Publications". Entries listed alphabetically by agency (except decennial census).

↓ "Hearings" Listed alphabetically (committee) numerically

Shelved in Documents Collection - Historical sources

4. SUBJECT

↓ Tables and Index...; Documents Catalog → Congressional Serial Set → Serial number and document number → Check Serial Set Listing (Blue book) and print-out on Docs Bar) to see if Lilly has the seria

GOVERNMENT DOCUMENTS -- Questions

1. What is the responsibility of the House Committee on Interior and Insular Affairs?

2. Using the CIS Annual 1974 (pt. 2 Index) locate the citation for at least one hearing on strip mining.
   Under what subject was the hearing mentioned in the index?

   Was there a "see" or "see also" reference with the search term?

3. With the number listed with the citation (or reference) locate the full title and abstract of the document in the CIS Annual 1974 (pt. 1 Abstracts).

   When was the hearing conducted?

   Before what committee? Subcommittee?

   Does the library have a copy of the transcript? To be sure check the Wabash Documents Shelf List under the SuDocs number.

4. Using CIS "Legislative Histories" for 1973 or earlier locate the entry for one public law in the area of land use, conservation, ecology, or the environment.

   Which house committees (subcommittees) conducted hearings on the proposed bill?

   What senate committees conducted hearings?

5. Be sure that the "Legislative History you examine has citations to the Congressional Record and the Weekly Compilation of Presidential Documents.

In the bill you look up, what was the vote in the House?

What was the vote in the Senate?

Can you find out who supported or opposed this bill in the Senate? If so, what were the votes of Indiana senators?

Did the President veto the bill? If so, why?

If there was a congressional override of the veto, what was the vote?

6. Examine Statutes at Large KF 50 .U5 and locate a copy of the public law you looked up in the "Legislative Histories". Examine the page margins of the law itself.

What previous laws are mentioned?

Are there any references to the U.S. Code? If so, what are they?

APPENDIX I

Wabash College Library Project

an initial paper published by Ms. Millis and Mr. Thompson in the Library Occurrent, a publication of the Indiana State Library

Wabash College Library Project

Dull . . . irrelevant . . . resented. . .

Too often, this is the consensus about library instruction for undergraduates. There has probably been no effort more bloodless and unimaginative in college teaching than library orientation; until recently, it has only contributed to the respectable but moribund custodial atmosphere of the American college library. Instead of "turning on" students, luring them to the library with the possibilities for self-growth there, required orientation periods have too often turned students away.

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For many years, Wabash College tried the usual methods of acquainting students with the use of the library and the diversity of library materials. Short tours were given during freshman week. One or more hours of time in freshman English courses were used to describe "most-used" reference books; sometimes this was related to an actual term paper. Occasionally, an instructor in an advanced course brought his class to the library to hear about specialized library materials -- something a bit beyond Readers' Guide. It is doubtful, however, that any of these methods "made a difference."

What is happening in library education at Wabash resulted from a fortunate congruence of events: a visit from the president and the program officer of the Council on Library Resources, the adoption of a program of freshman seminars to bring freshmen and professors into a close working relationship, and some hard thinking on the part of an involved and committed Faculty Library Committee interested in making

the library "work."

There is overlapping in these events, but roughly, this is the chronology of the library education project now in its first of five years at Wabash College.

In the fall of 1969, Fred C. Cole and Foster Mohrhardt, of the Council on Library Resources, spent a day at Wabash talking with President Thaddeus Seymour and Librarian Donald Thompson about the library. Toward the end of the meeting, Cole and Mohrhardt asked if there were any special library problems for which solutions were sought. Thompson indicated that the most pressing need was how to find a realistic method of drawing on the potential of the library in the educational program of the College.

After discussion, the Council officers asked if the College would be interested in being considered for a grant to initiate a program for coordinating the use of the library with the educational program. This was followed within a week by a formal invitation to apply to the Council for a matching grant of up to $50,000 for a

> "practical yet creative proposal which builds upon the present library resources to achieve a more productive and relevant-to-learning place for the Library in the academic life of the institution. The proposal would be based upon a critical examination of the library's organization and operation, both to ascertain the extent to which the resources and services needed for the project are now available, and to identify the areas which need strengthening if the library is to make the overall contribution that can be reasonably expected of it."

A proposal had been made at Wabash during the school year of 1968-69, for the college to adopt a program of freshman seminars to give the entering student the option of having at least one elective in a subject of his choice and in a class of small size. The proposal was approved and seminars started in September, 1970. Not necessarily relating

to any departmental curriculum, seminar subjects are of the instructor's own choosing. A freshman may take one three-credit seminar each semester. In the fall semester of 1970-71, the following seminars were offered:

The Art and Archaeology of Bronze Age Greece (Classics professor)
Censorship (Librarian and Reference Librarian)
Curriculum Building (Romance Languages professor)
Environmental Chemistry (three Chemistry professors)
Fascism as a Social Phenomenon (Economics professor)
Icarus: Exploration in Man's Mixed Nature (English professor)
The Literature of World War I (English professor)
The Origin of Life and Continental Drift (three Biology professors)
The Rise of the Adolescents -- 1900-1945 (History professor)

While the plan for these seminars was germinating, the Faculty Library Committee, under the chairmanship of Dr. Richard Strawn, an enthusiastic library supporter, had held several meetings in November and December of 1969, to discuss methods which might make the library integral to the instructional program. The most interesting plan, one which the committee eventually approved, was based on a tie-in with the proposed freshman seminars. The project proposal was sent to the Council on Library Resources in February, 1970, and was approved in May. The seminars thus became the ground for a different kind of library orientation, closely related to faculty appraisal of a felt need.

After a search for a person to help implement the project, Mrs. Charlotte Millis joined the staff of the Lilly Library in August, 1970, as its first reference librarian. A Simmons graduate, Mrs. Millis has an extensive background in college public relations and publications, and a

commitment to the library-college philosophy. Her role at Wabash is to help structure the library project, to organize the reference functions, and to make every reference encounter an educational experience for the student seeking help. Dr. Richard Strawn, Professor of Romance Languages, who has long been interested in the correlation of library use and academic achievement, was placed in charge of the freshman seminars and the library project. After much ground work by Mr. Thompson and Dr. Strawn, and shortly after Mrs. Millis' arrival, the three worked together to plan the program for the first semester.

Integral to the library project is the thesis that a student will often listen to another student or seek him out for help before going to an adult. Therefore, the professor for each seminar was asked to select an articulate upperclass student as an assistant — his right-hand man, and a model and counselor for students. Such student assistants are often majors in the instructor's department, but this is not a requirement. "Walls" are not highly regarded in the Wabash project; "possibilities" are.

The main tasks of each seminar assistant are to attend the meetings of the seminar, to help the freshman understand the kind of back-up the library can provide in relation to his course needs, to be available for questions, and to be knowledgeable about the library in general.

To help the seminar assistant understand his responsibilities as well as to help him to develop a library-centered relationship with his instructor, a three-day workshop was held for the assistants and the professors before college opened in September. Dr. Strawn, Mr. Thompson, and Mrs. Millis conducted the workshop, for which the objectives were

(1) communicating the place of the library in the intellectual development of every college student, (2) giving assistants experience in meeting research demands which would be relevant to their seminars, and (3) providing an opportunity for the seminar instructor and his assistant to discuss the content and the goals of their seminar and to increase their awareness of the possibilities of the library for meeting course objectives.

A single concept or "little problem" was selected by the faculty members from the fabric of each seminar, to serve in the workshop as a relevant library laboratory experiment (e.g.: "the reasons for the censorship of Cleland's Fanny Hill" in the seminar on "Censorship"). Following a morning's exploration of one each of about ten different families of resource materials -- "generic resources" such as catalog, bibliography, index, handbook, atlas, dictionary, abstract, book review source -- students were freed to locate independently the generic resources or "library gates" that would best supply the specialized needs of their seminars. Examples of their discoveries : for "Art and Archaeology," L'Année Philologique for "Fascism as a Social Phenomenon," de Grazia's Universal Reference System; and for "Censorship," Library Literature.

Emphasis in the Wabash library instruction is on "gates" because the whole span of research opens through them; once a student knows that there are published bibliographies, special indexes, illuminating handbooks, and once he knows how to locate them, he has found a fruitful "dig," like an archaeologist. The Wabash program does not seek to teach this book or that title, but to acquaint students with the families of resources from which specialized help will come.

Giving students in the workshop the freedom to explore (and make

mistakes) was a leap of faith for the three project leaders — an affirmation of their belief in the ability of upperclassmen to enlarge search techniques from a pattern found helpful in understanding a single concept to a pattern for grasping the message of a whole course.

Dr. Strawn had written a programmed text on the use of the card catalog and each student was given time to work through it to learn how to "play" the catalog effectively, to track down clues to resource material, and then to transfer his programmed experience to his own seminar research problem.

"Transfer" for two or three students proved difficult; the second workshop in late January will be briefer than the first but will try more succinctly to give examples, by model.

After briefly describing the forms and intended uses of the generic resources and illustrating them with samples (Bibliographic Index, Times Atlas, Statesman's Yearbook), Mr. Thompson and Mrs. Millis remained available, as media; throughout the workshop to be facilitators in the use of the resources of the library and interpreters of its possibilities. Their consistent approach was not to give answers but to ask questions, to encourage thrust, articulatenesss, free inquiry and development of independence — by suggesting possibilities.

"Have you found a periodical index that is relevant to this field yet?"

"Where do you think you might look for an overview of the subject?"

"Vocabulary is often a problem in research. Have you thought of checking the Library of Congress subject-heading list?"

Circumstances alter cases, and sometimes the librarians do become directive — at least enough to introduce a student to the Essay and

General Literature Index, or a specialized bibliography, going along with the student to show how he might have found it himself and how it could be used.

The biggest wall to knock down in such a program is the one of the professor's or the librarian's "authority." It is difficult for the specialist to stop being prescriptive until he, too, begins to experience along with the student the thrill of the student's success in helping himself, and to realize what a step toward intellectual freedom and power that student has taken.

This experience was felt most keenly by the librarian and the reference librarian in teaching the seminar on Censorship. Nothing was assigned in the course as required reading. During the first five weeks, in class discussions, many resources were mentioned and even recommended, but students were left free to do their own exploring in the library, with the student assistant available in the dorm as well as in the library and classroom to talk with freshmen.

In these early weeks, the work of the class fell largely on instructors: the necessary needling to open up discussion came mostly from the student assistant, which made him a valuable member of the team. However, as students began to get the feel of the course and to realize that censorship presents a conflict for everyone with a sense of self-direction, they began to be motivated to read more widely and to participate in the discussion of such questions as What is censorship and what does it cover? What are the reasons for censorship? How does it work? Who does it? What gets censored? Who gets censored? Do you know any censors? Are you a censor? And, are there any answers to the perennial problem of censorship?

By early November, in the second phase of the course, the students were more ready to take responsibility for class discussion. Each one presented a talk on some censorship problem that interested him, having done independent research in the library on the context of the problem: for example, on why Lady Chatterley's Lover and Tropic of Cancer were censored and whether they were really pornographic as charged, on the liberalization of the censorship laws in Denmark, on the development of the motion picture code and its effect on movies, and on the meaning of the present focus on pornography and obscenity in the United States, the current move toward liberalization and the concomitant reaction to the move. One student brought to class a hard-core pornographic film and gave the class good reason for understanding, through contrast, the art of such books as Lady Chatterley's Lover.

Students were asked to hand in summaries of their methods and materials of research, although the talks themselves were evidence of how much they had used the library. The creative potential of interest plus library use is best evidenced by the intention of one of the seminar students to write his oral report on the relationship between high school students' growing discontent and the underground press, with a view to submitting it for publication. This student wrote letters coast-to-coast, used other libraries, drew on personal experience, and read far beyond course expectations.

The last two meetings of the "Censorship" seminar were given over to student discussion of books related to the underlying problems of intellectual freedom. In lieu of a final examination, the students wrote bibliographic critiques of the works they had investigated in the study of these problems. From about 25 titles, students chose to make reports on

Kafka's The Trial, Fletcher's Situation Ethics, Tillich's The Courage to Be, Fromm's Escape from Freedom, Bradbury's Fahrenheit 451, and Camus's The Stranger, and others. One student asked for and received permission to depart from the list and report on the objectivist philosopher Ayn Rand and her works, primarily Anthem, and Atlas Shrugged.

The course had originally been planned to cover only censorship of printed materials and art forms; but as the students became more involved, the times and their own interests led to a discussion of the whole range of rights and freedoms and of their role, as responsible citizens, in the contemporary social contract. There was something organic about the course; it grew out of the context of today, the resources available, and the students' interest in finding how making a stand for or against censorship related to their own life situation.

We are investigating several ideas in the library project, including the notion that the student himself can be considered a resource, a medium—a producer as well as a consumer. A preliminary bibliography of library resources in the generic categories was compiled by the reference librarian from nominations by student-assistants of the materials they discovered in their workshop inquiry. This bibliography was annotated and distributed to students in the seminars, as well as being made available to anyone else interested. It was presented as a miniature catalog, tested for use by students, helpful for a given body of courses, but not prescribed.

We hope that the student in the seminar is studying a subject he selected out of real interest. Therefore, his library research is based on personal motivation and is, to some extent, voluntary; it is not a forced exercise in which he is told about several dozen books he "ought to know." Another precept is that freshmen are helped by student peers who are a,

in turn, helped by the experience of helping.

This spring there will be nine freshman seminars and four upperclass-courses in the project. It is expected that eventually all students will be affected by the program, either in seminars for freshmen or in upper-class seminars.

In addition to increasing an undergraduate's potential as a student, two side effects have already been noted. Several student assistants in the program have been vocal about their pleasure in having had this experience before going on to graduate school and one assistant is considering doing graduate work on library science. Other students have already asked how they can be appointed student assistants in seminars.

A freshman not even in a seminar has asked if he could be a student assistant when he becomes an upperclassman because he wants experience at the reference desk — he wants to become a reference librarian. Following the workshop, student assistants sharpened their bibliographic wits and extended the reference service of the library into evening hours by being on duty, for pay, six nights a week, available in the library for the freshmen as well as for all other library patrons. They kept a log of their reference problems, and the reference librarian the following day read the log and made suggestions or gave advice about other possibilities for helping.

Several student assistants have reported that they discuss their seminars as much with interested upperclassmen as with freshmen in the classes. Their interest has proved contagious.

There are many "bugs" to be ironed out in the Wabash project. At this stage — one-tenth of the way through — it cannot be called either a success or a failure. But, one thing is sure. Effective communication

has emerged as the sine qua non of the Wabash project. We are inviting the student assistant to learn how to communicate effectively within the class as a questioner, facilitator, and bibliographic guide. We are inviting the professor to learn to delegate and nurture, to communicate to the class and the seminar assistant that the authority figure has been superseded by a conductor helping the orchestra to create a new melody — in a blending of inquiry and self-direction among the resources for learning. We librarians are asking ourselves to find ways to communicate possibilities for education within the microcosm of the library or the macrocosms of the campus/the community/the world by reducing the roadblocks and eliminating locksteps (at the catalog, at the circulation desk, in using machinery, etc.) by creating an environment in which accessibility to all media of learning is a north star.

Then, to accomplish the objectives of the Council on Library Resources— to "achieve a more productive and relevant-to-learning place for the Library in the academic life of the institution" — We must talk about the creative capacity of the library in all media available

Charlotte Millis, Reference Librarian
Donald E. Thompson, Librarian
Wabash College

APPENDIX J

The Wabash Project: A Centrifugal Program

Published in "Integrating Library Instruction in the College Curriculum" (vol. 7, nos. 3-4 of the Drexel Library Quarterly), this paper places the project in its freshman tutorial and multi-media related contexts.

the wabash project: a centrifugal program

by Charlotte Hickman Millis

The tripart library-centered project funded by the Council on Library Resources now in effect at Wabash College, an all-male liberal arts college in Crawfordsville, Indiana, is a circle of action within a circle of intent. It is not so innovative that its plan could not be adapted within any academic library serving undergraduates.

A core of action is provided in a series of freshman seminars. Each of these classes is seeded with an upperclass assistant, a model for students and an organizer for the faculty member in charge. An advanced student who has given evidence of some skill in his discipline and who knows how to prepare a research paper, the assistant has been further prepared for his seminar responsibilities by participating with his faculty member in a library workshop in the setting of the library—"where the books are." He works with his seminar leader on the concepts of the seminar and with the librarians on the process of gathering and assimilating information. During the course of the semester, he later experiences the library by manning the reference desk a minimum of three hours a week.

The intent is to develop library awareness within the instructional framework, and hopefully, to encourage more meaningful use for a constantly increasing number of students. It is expected that the increased action in the library will both be based on and result in a critical examination of the library's organization and operation, not only to ascertain the extent to which resources and services needed are available, but also to identify the areas which need strengthening if the library is to make to the process of education the overall contribution that can reasonably be expected of it.

This is a program with centrifugal force. At Wabash, as elsewhere, "the library's reaching out..."

1. Patricia B. Knapp, *The Monteith College Library Experiment* (New York: Scarecrow Press, 1966).

THE NEED FOR COMMUNICATION

Listening is considered an important instrument for encouraging involvement at Wabash. Student assistants are encouraged to feed back feelings, observations, and suggestions both to project directors (the faculty coordinator, the librarian and the reference librarian) and to seminar faculty. Their ideas thus far are influencing decisions about the conceptualization of seminars, the format of bibliographic advice, a library handbook, reserve policies, circulation regulations, and hours the library is open.

At Wabash, the library and its possibilities intentionally are being examined thus, from the students' point of view, rather than with a fixation on "the system." Student involvement is seen as absolutely necessary to accomplish the aim of "changing our concept of the library from that of a storehouse of information (system-oriented) to that of a workshop (student-oriented) for the liberal arts," as stated in the proposal which in 1970 resulted in the five-year matching grant of $50,000 from the Council on Library Resources. Faculty and librarians at Wabash are encouraged to see that they have a common objective which serves to integrate their efforts—the more relevant education of students seeking autonomy in a troubled and rapidly-changing world, within a new and responsible-moral framework.

The need for a sensitive public relations program for the new concept of the library, to counteract latent anxieties and hostilities and to interpret thrust, is seen as a priority for the remaining four years of the Council-funded project—and from now on, for all libraries everywhere. Libraries aren't what they used to be, and librarians must be responsible for interpreting the changes.

BACKGROUND OF THE SEMINARS

The freshman seminars at Wabash were conceived to help the freshman move into the intellectual life of the college as quickly as possible, giving him the option of having at least one elective in a subject of his choice and in a small class permitting maximum interaction. When the program was approved, seminars were planned to begin in September, 1970, on subjects of the instructors' own choosing, not necessarily related to any departmental curriculum. First-year students had said they felt remote from their professors' chief concerns and professors had noted that they would like to demonstrate the nature and value of the liberal arts from the point of view of a well-defined topic which is of particular interest to them.

While the plan for these seminars germinated, the Faculty Library Committee was discussing methods of making the library more integral to the instructional program. For this purpose, the committee eventually approved a tie-in with the proposed seminars. Following an invitation from the Council on Library Resources for "a practical yet creative proposal" to achieve a more productive place for the library in the academic life of the college, this was the plan sent to the Council and soon approved by it. The seminars thus became the ground for a different kind of library orientation, one closely related to faculty appraisal of a felt need. This identification, it is believed, is extremely important for the success of the project.

In the fall semester of 1970–71, the following seminars were offered and staffed as noted:

The Art and Archaeology of Bronze Age Greece (Classics professor)
Censorship (Librarian and reference librarian)
Curriculum Building (Romance Languages professor)
Environmental Chemistry (three Chemistry professors)
Fascism as a Social Phenomenon (Economics professor)
Icarus: Exploration in Man's Mixed Nature (English professor)
The Literature of World War I (English professor)
The Origin of Life and Continental Drift (three Biology professors)
The Rise of the Adolescents–1900–1945 (History professor)

IMPLEMENTATION OF THE SEMINARS

Implementing the Wabash project is a team of three. Coordinator is Richard Strawn, professor of Romance Languages, director of the Freshman Seminar Program, and former chairman of the Faculty Library Committee. Dr. Strawn, a Yale graduate, has long been interested in the correlation of library use and academic achievement. The library is represented by Donald E. Thompson, librarian, and Mrs. Charlotte Millis, a Simmons graduate who, with background in college public relations and publications and a commitment to the library-college philosophy, joined the staff of the Lilly Library in August 1970 as its first reference librarian.

Why were student assistants knitted into the plan for each freshman seminar? Integral to the library project is the thesis that a student will often consult another student for help before going to an adult. Accessibility is an important factor. For this role of consultant, professors selected articulate and promising upperclassmen. Assistants are often majors in the instructors' department, but this is not a requirement. "Walls" are not highly regarded in the Wabash project; "possibilities" are preferred.

Seminar assistants attend all seminar meetings, help the freshman understand the kind of back-up the library can provide in relation to his course needs, are available at many times and in many places around the campus for questions, and provide on-the-spot assistance in the library at a given time each week. It is interesting to note that professors of seminars other than those planned for freshmen increasingly are asking to have assistants involved in the library project, placing value on the library experience of such students and on their assistance in class.

A workshop is held for assistants and professors in the library before the beginning of each semester. Dr. Strawn and the librarians conduct it, with the following objectives: (1) communicating the place of the library in the intellectual development of the individual college students, (2) giving assistants experience in meeting research demands relevant to their seminars, and (3) providing an opportunity for the seminar instructor and his assistant to discuss the content and the goals of their seminars as well as to increase their awareness both of the possibilities of the library for meeting course objectives and of their responsibilities for helping to build a relevant collection.

As Patricia Knapp demonstrated at Monteith College, a single concept or "little problem" is selected by the faculty members from the fabric of each seminar to serve in the workshop as a library laboratory experiment (e.g., the reasons for the censorshop of Cleland's *Fanny Hill* in the seminar on Censorship).[1] Students are shown how to gather and assimilate information, with emphasis later placed on learning how to proceed from mere collection of facts to the building of context and the construction of concepts.

EXPERIENTIAL APPROACH

Emphasis in the Wabash project is on "gates" because the whole span of research opens through about eight different families of resource materials—catalog, bibliography, encyclopedia, handbook, index, dictionary, abstract, book review source. After discussion and demonstrations of model "gates," students in the workshop branch out from cognitive to experiential learning situations—locating resources that they think will best supply the specialized needs for their "little problem." All exercises are related to actual course needs; because of this, personal motivation enters into the students' library experience.

No bibliographies are distributed in this workshop; the Wabash program does not encourage "canned" help but supports "discovery"—the formulation of individual search strategies which ask "which

index?" or "what catalog?" and "where can I go from here?" It can be noted that this reflects the overall philosophy of the project–its centrifugal thinking. It also makes the student a participant in the library, a producer in his own behalf–not a passive recipient of services who is deprived of the opportunity of learning "how" in the name of being helped.

Giving students the freedom to explore, and make fruitful mistakes is not easy for teachers. It is often painful and causes some anxieties. But in the library project it is an affirmation of belief in the ability of the upperclassman to find his way, to know when to consult the librarian, to enlarge his search techniques–to move from a pattern found helpful in finding facts, to one for building context, to one for understanding the message of a whole course–again, centrifugal action.

Dr. Strawn has written a programmed text on the use of the card catalog and seminar assistants have been given time to work through it to learn how to "play" the catalog effectively, to track down clues to research materials, and then to transfer their programmed experience to their own seminar research problem.

After they briefly describe the types and utilization patterns of the generic resources or "gates," the librarian and the reference librarian remain available through the workshop as media themselves, facilitators in the use of the resources of the library and interpreters of its possibilities. Their consistent approach is not to give answers but to ask questions, to motivate, and to encourage articulateness, free inquiry and development of independence.

The biggest wall to knock down in such a program is the one of the professor's or the librarian's authority. It is difficult for the specialist to stop being prescriptive; that is, it is difficult *until* he gains insight into what a step toward self-confidence and intellectual freedom his student has taken.

CENTRIFUGAL EFFECTS NOTED TO DATE

Several student assistants in the program have been vocal about their pleasure in having had this experience before going on to graduate school. One student assistant, who worked with a professor of English in the seminar on The Literature of World War I became interested in librarianship as a career. A February graduate, he has been hired as a full-time library intern at the college library, and has begun his graduate work in library science at Indiana University.

Through the increased emphasis on use, it has become evident that the library at Wabash has lagged in multimedia development, largely

because of staffing problems. In January 1971, the reference librarian was named chairman of the Faculty Library Committee subcommittee charged to recommend steps in multimedia development, working closely with five professors and one student member, all of whom asked to be on the committee. Their report, presented on April 6, 1971, will be the base for a phased thrust toward multimedia development which will include a library-based public relations program intended to increase multimedia awareness, a union list of all multimedia resources already in use on campus, consideration of incorporating audiovisual supported mini-courses into the curriculum, the increased use of the campus radio and closed-circuit television facilities and community cable TV as media for learning, a computer terminal within the library and, hopefully, an enabling grant to provide additional manpower.

The problem of control of government documents is presently being faced—having been dramatized by seminars making extensive use of them. Wabash is a partial depository. The rate of collection of documents has far exceeded meaningful use. The collection will be weeded this summer, within government stipulations, and newly organized. It will then become more accessible through non-conventional indexing, if possible, and purposeful communication. When this problem has been contained, the library project will sponsor a practicum on the use of government documents, possibly utilizing programmed instruction.

Wabash students not associated with seminars have asked to be considered as student assistants because they consider the experience worthwhile. One wants the experience as a trial because he is thinking of becoming a reference librarian. Student assistants sharpen their bibliographic wits and extend reference services of the library into evening hours by being on duty, with pay, six nights each week, available to help freshmen in the seminars as well as other library patrons. This has become an "in" job on campus, not because of money because there are not enough hours involved, but because of benefits noted by the students involved. This is far removed from the old familiar resentment toward library orientation.

QUO VADIMUS?

Not tightly structured but philosophically grounded, the Wabash program, one-fifth of the way through its grant support, cannot be judged either a success or a failure. The already obvious acceleration of use has accentuated the need for more staff and dramatized the need

for efficiency and planning. Necessary staff development cannot be guaranteed through short-lived grant support and must become organically linked with the college's fiscal policy—a serious problem at a time when the college is reducing its commitments.

This makes more apparent the need for effective communication. The library first must come closer to living up to its potential. The library must analyze and reduce malfunctioning. Then, in every possible medium, the library must prove its value to the educational community. Otherwise, misunderstandings and hostilities will ensue if information specialists are added to the library ranks while faculty positions are being eliminated. Our libraries need to be seen as the media for learning they are, as extensions of the educational process.

The contemporary library has an unparalleled opportunity for creative encounter with the world—First, Second or Third. And we are learning that if all interests are to be served, we librarians and our students and helpers must go where the needs can be filled and not confine ourselves within library walls. As seen at Wabash (and elsewhere), the library has become an environment, a humanistic attitude, and is no longer a place. Teaching today's young people about the library has taught us that.

Charlotte Hickman Millis is Reference Librarian, Wabash College, Crawfordsville, Indiana.

APPENDIX

SUGGESTED READINGS TO ORIENT LIBRARIANS TO TODAY'S STUDENTS AND THEIR SEARCH FOR SELF IN A CONTEXT OF CHANGE AND ANOMALY

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APPENDIX K

Involving Students in Library Orientation Programs: A Commitment to Help.

Ms. Millis' description of the activities and the underlying concepts of the use of student assistants in the library project, this paper was presented at the Second Annual Conference on Library Orientation for Academic Libraries held at Eastern Michigan University.

INVOLVING STUDENTS IN LIBRARY ORIENTATION PROJECTS: A COMMITMENT TO HELP

Charlotte Millis
Wabash College

When James B. Conant was president of Harvard University, he wanted to devise ways and means of infecting students with "the virus of ongoing intellectual activity." He spent twenty years exploring the problem from different approaches in his belief that "a liberal education which is not self-perpetuating is of no enduring value."[1]

It is my belief that librarians ought similarly to infect students.

To develop student awareness of the library and help them "discover" it for themselves, "new think" is necessary. In our experimentation at Wabash College in one program related to freshman seminars and another related to living unit representatives, we are working with a group of students whose homogeneity is their high degree of motivation. This is a model group.

The library is being represented to them not just as a collection of resources but in Maslowian terms--as an aid in developing their own potential in the society in which they live. Abraham Maslow's "new think" was his belief in a "third force,"[2] man's deepening awareness of himself as the "yea" or "nay"

sayer to his own destiny. This view of the root of human behavior differs from Freudian psychology and from behaviorism or determinism. It is existential psychology--man's shaping of himself by his own decisions, good or bad, in view of his own inner will *to be*--or *not to be*.

As information specialists we are aware that to enable students to make these decisions, there is a prior need for good information.

But rather than being dispensers of information, merely giving the student facts, can we not see our role as facilitating total learning experiences so that the student becomes less a *recipient* and more a *creator*, less a *performer* and more an *explorer*?

Can we not relate the library to him so personally that he is able to sense in it a continuum for himself and his own growth?

Can we not increase his sensitivity to the lateral development of ideas by exposing him to all kinds of resources, ridding him gradually of his dependence on and regurgitation of constricted, vertical, legalistic thinking -- offshoot of the dying classroom authoritarianism?

Can we not be alive enough ourselves to awaken in him an eagerness for intellectual freedom and independence? For joy in learning? For ecstasy in education?

Nat Hentoff once predicted that "we are going to limp along in this country from one innovation to another on an incomparable, impotent pathway to big brother norms and make standard mediocrity until we take a divergent road in education."[3]

The library is the spirit, the enterprise, and the commitment of those who work in it--students, staff, and faculty, the catalysts who activate the media. It is they who create in the library today a suitable environment for learning. That environment is, in part,

the physical things that we can "do" in a library; it is also a cabala, an essence we believe in and impart to others. This is the virus which must infect students--the philosophy of a self-perpetuating liberal education.

To be operative--ready for use by students --the library must be administratively sound and philosophically envisioned. It must be staffed with humanists alert and consenting to the needs and problems of people, not just the demands of accurate records. It must be supplied with media other than print as well as print, because learning comes not only from reading, but as importantly from viewing, "gut" feeling, and touching. Then, to be truly ready for action, the balance of *people* resources and *media* resources must be completely accessible. Such a library is ecologically stable, a balanced economy. Achieving this philosophy of operation is the first step toward involving students in library orientation projects.

The second step toward involving students in orientation projects is to make them *aware* of the library. The usual ways of developing awareness of the library have been tours or lectures in English classes or scurrying to other classes with a cart full of books in order to present a well-prepared, neatly-documented *tour de force*. As with all captive audiences, the student so burdened respond poorly. The experience may be expedient for the librarian--but it is not organic for the students. It leaves the library outside of them--not part of them. We are ready; they aren't.

What does this mean for us?

I think the awareness we seek to instill in students must never be linked with any kind of instruction. We have made a mistake to confuse the issues. The one is a response to the other. Learning *follows* knowing that one

wants to learn. Showing students around the library or lecturing to them about books that are in the library will not hook them intellectually and mold them into being library users. The tours and the *tours de force* of the past have not reached students.

The job ahead of us, that of engineering awareness, can take many forms. I think it is a situation thing -- it depends on you, the psychology of your group and your library. As in the play *Anna and the King of Siam*, it is a matter of "Getting to Know You." It calls for public relations, inside and outside the library.

At your seats there are papers provided so that each of you might write down ways you've used to promote an interest in and awareness of the library. Let's now share your ideas alternately with samples I bring you from Wabash. Here's one to start: freshmen entering Wabash first meet the library with their parents in late August at the President's reception for them in its air-conditioned setting. Self-guided tours are distributed. There are no conducted tours, but there are students stationed throughout the library ready to answer questions. These student guides are already involved in the library, in the programs being instituted through our matching grant from the Council on Library Resources, soon to be discussed.

Now would someone here give us an awareness idea from another library? Please identify yourself and your library first.

Participation from Group

Another idea from Wabash. Each spring, top-ranking students from high schools in the midwest visit Wabash for a weekend of examinations and exposure to the campus. Over 300

of these "honors" scholars swarm into the library on a late Friday afternoon for punch, chips, dip and rapping before their evening program. Faculty are invited. And, again, students who have "experienced" the library act as hosts and interpret the library to the visitors.

Participation

"Little environments" -- original creative displays advertising the library are constructed by students involved in the living unit program. Euripides Tsakarides, an especially artistic student in the seminar program, selected a display as a project to work on between encounters at the Reference Desk. He advised and assisted in the making of these "environments" in cooperating dormitories and fraternities.

This spring, Euripides has had charge of a feed-back bulletin board in the library on which paper and pencils are provided with a weekly question for students to respond to -- an opportunity to gauge their feelings and reactions to questions such as "What is a library?" and "What can a library be?" The idea for mechanism of feedback was his.

Participation

Reaching out, the library provides records which the campus radio station uses for much of the musical broadcasts.

To keep the library in focus in the weekly student newspaper, regular news items are forwarded to the editor of the student newspaper from members of the library staff.

Participation

The Reference Librarian makes herself available to the living unit, on invitation, for after-dinner conversation about the library. A number of fraternities have had her as dinner guest prior to this library dialog -- a sharing, not a teaching.

Having the staff get out of the library is a way of involving students in the library. If a librarian can have dinner or coffee and doughnuts with students and faculty, can meet on an informal person-to-person basis, a contact is made. The students and faculty begin to feel that they have someone to go to for help in the library. The librarian seen at a student production, viewing an exhibition, or attending a lecture establishes rapport for the library and a sense of the library's part in the college community. Too frequently librarians have not acted as members of the group. With the host of other obstacles, it is not to be wondered that many have not been accepted as academic peers.

Participation

Students become involved in the library in direct proportion to faculty involvement in the library. Course-related help is the ideal, but can we wait forever to be asked? A little selective dissemination of information -- a telephone call or a note recommending an article, recording or new book--may go a long way toward making the professor aware of the help available in the library for him and his students. But why wait for a question? Make a contact creatively, aggressively. Even ask for help with a problem! Do something to break the ice.

All of the activities we have outlined are samples of seeds that sprout the harvest of greater library use. But this is not yet the harvest. Students will not become involved *unless the library tells them what it is*. Albert Camus could very well have been speaking about a library when he wrote movingly of man's predicament in a sick society:

> If a man wants to be recognized, he must simple say who he is. If he is silent or lies, he will die alone, and everything around him will be condemned to disaster. But if he speaks the truth, he will die undoubtedly, but after having helped others and himself to live.[4]

Like man, the library must have an identity, an integrity.

Libraries are being questioned today for their relevance, usefulness, and cost. The passive library and the passive librarian are doomed. It's either time to go tell it on the mountain--or die.

So the second step in involving students in library orientation projects is making them aware of the existence and potential of the library.

The third step is the most challenging part of orientation today -- that of designing experiences for students which will involve them in the use of the library. And it is seriously a matter of designing experiences rather than dispensing information.

In its 14th Annual Report, the Council on Library Resources spelled out a need which I think those of us involved in library orientation have not reckoned into our programs nearly enough: "active cooperation among the principals." Let me quote from that report:

> More than ever our society needs thoughtful men and women with a sense of history,

> to protect the democratic institutions that merit it and reconstruct those that require it. The libraries of our colleges and universities are central to the educational process that can and must produce the reservoir of national leadership to take us safely through the decades ahead... The academic library's function goes well beyond mere support for the teaching program. It has the potential to sharpen a student's intellectual curiosities to the point where they will demand satisfaction all his life. It must use that potential and apply its resources to make itself the full partner in the education of the student. As in any partnership, active cooperation among the principals is a *sine qua non*.[5]

"Active cooperation" of all students in the process of learning about the library is our cabala at Wabash -- our black stone and our North Star. I don't have any answers for you or blueprints. I can only suggest possibilities with which I am familiar. Like Conant, we're still exploring the problem from different approaches and our path next year will no doubt be different from this year's.

Why? Because change, or experimentation, produces waste products. As waste accumulates, we must modify our work to reduce the amount of slag. The waste products I am concerned about -- and this would make another paper -- can largely be tabulated in the following categories:

1. *Inefficiency*. Engendered when too few people work on too large a problem with too little help. Sound familiar?
2. *Communication failure*. *"Mea culpa,"* we say, too late. "I knew this. Why didn't everybody else?

3. *Insecurity.* Change is bound to rock somebody's boat, and visible or invisible resistance will inevitably result.
4. *The unreached.* Working with models, one still longs to reach all and is haunted by those unreached—"the great unwashed," as intern Mike Wilson so graphically puts it.

With these concerns, I still take heart from a favorite quotation from Michael Polayni's *The Tacit Dimension:*

> It is the image of humanity immersed in potential thought that I find revealing for the problems of our day. It rids us of the absurdity of absolute self-determination, yet offers each of us the chance of creative originality, within the fragmentary area which circumscribes our calling. It provides us with the metaphysical grounds and the organizing principle of a Society of Explorers.[6]

I think that's what we are in higher education today -- a society of explorers -- with no one exploring more than the librarian whose multi-media world is a many-splendored thing. *And* a Pandora's box. Full of slag! and many bugs.

The failures and the waste make it vitally necessary to have the Polanyis and the Hentoffs and the Maslows giving direction and encouragement. They're all in our libraries--our consultants on an informal, nondirective basis, keeping us on course, helping us to clarify our goals.

In addition to the instruction which takes place in every reference encounter in the Wabash Library, there are as noted earlier, two ongoing programs which involve students in the library.

The freshman seminar program was initiated in September, 1970, the first of the programs to operate under a matching grant from the Council on Library Resources. In this program, professors who have a particular interest area outside of the usual curriculum offer a course in it, on an elective basis, to members of the freshman class. There have been seminars on "Censorship," "The Literature of World War I," "Linguistics," "Applied Genetics," and others.

Assisting each professor is a senior or upperclassman selected because of his scholarship and interest in the topic. He helps organize the class, plan the course of study, and conduct meetings. He also acts as the bibliographic consultant for the group--having participated in a library workshop before the semester began. The workshop is non-structured, problem-centered, and open to the faculty as well as the students involved.

It is presumed that all involved in the seminar--professor, student assistant, and the students attending--are highly motivated. Students enroll in the seminar as an elective, which implies a degree of interest. This interest presumably will motivate them to use the library to develop their knowledge.

This spring we began another program--one for in-house reference assistants. These students, on completion of eight 90-minute learning sessions, act as library consultants to fellow students in the living units. The program was initiated after spring vacation, when students are beginning the long stretch toward finals, with many papers due within about six weeks.

A number of students volunteered for the project, and from these volunteers one representative was elected from each library unit. These students who already have an awareness of the library, are interested in learning, as

well as in helping others develop an awareness of learning resources in others. All have outgoing personalities, and are interested in "becoming."

Motivation of students is extremely important in library orientation. Along with many other problems in our depressed 70's, we are faced with what Jerome Bruner in *The Relevance of Education* has termed "the new disengagement,"[7] an intellectual and political alienation. Unless students feel a need for instruction, they will drag their feet until we show what the library can do for them. And if they're in college less for education than for the union card that the degree has become, we really have a problem.

There are six basic tenets in the Wabash instructional programs, which although intended to orient the student to the library, actually are serving to change the library in behalf of the user:

1. The meetings are discussions -- not lectures -- with all participating.
2. Part of the meeting is devoted to a laboratory experience--working on actual problems with real resources.
3. These laboratory experiences are shared --each student reporting on his problem and, in effect, teaching others about the resources that he used.
4. Students use a variety of generic resources to solve their problems, to build up an entire context of resources within which a search is conducted (i.e., not just the card catalog, not just an index -- but catalog, indexes, bibliographies, handbook, etc.).
5. Correlated issues and problems are introduced and discussed--not just media (i.e., a discussion of plagiarism might accompany instruction in the use of

microfilm equipment, the workings of interlibrary loan, etc.) since the library does not exist in a vacuum.

6. Students become acquainted through experience with the bibliographic control which traditionally has been part of the library mystique. An attempt is made to diminish the feeling of awe surrounding information sources. NUC, CBI, union lists and shelf lists are theirs as well as ours.

The Appendix outlines a typical workshop for seminar assistants as well as the outline for the first of the in-house programs. As noted, there is no guarantee that the same procedures will be followed again. Moving toward change in library instruction, we know at Wabash that we will change frequently. The only thing that will not change is the laboratory nature of the learning. The students themselves would not have it otherwise.

Students in the seminars undergo a most experiential workshop in the library--a workshop that is structured in advance only as far as having each of the involved professors list research problems that are pertinent to each seminar. The professor is asked to identify information needs in two categories: factual problems and contextual problems. Problems from the January 1972 workshop are included in the program in the Appendix.

These problems become the focus for roundtable discussions and laboratory exploration, with students and faculty sharing their ideas, and with librarians questioning, suggesting, helping to define. Wherever possible librarians may introduce such tools as Winchell, or the L. C. *List of Subject Headings*, and may discuss the suitability of various kinds of resources for specific problems (i.e., almanacs for facts, subject encyclopedia for an overview, handbook for a guide, etc.).

There is no homework for the resource person if the librarian wants the workshop to flow naturally. Discussion is hampered by a flat "answer." It is the nomination of possibilities that provides the learning experience for students, that broadens their horizons, and gives them an opportunity to feel real partnership in the learning process. It is a humbling experience for the librarian not to play Authority, but a great one. And one really can't claim to be an authority today--in the age of information explosion. It is presumptuous.

Part of the orientation plan is to involve students in actual library work. In effect, all become interns at the Reference Desk, for pay, in a program which is a two-way street: providing them with experience in the belief that *doing* aids *learning* (orientation), and providing their fellow students with library service after the Reference Librarian has left for the evening. Teaching, which is showing how, aids learning.

Both seminar assistants and in-house assistants work at the Reference Desk. It is a fulcrum for learning--they on one end, and the teaching Reference Librarian on the other. The problems are real, not at all theoretical since there is a Someone waiting for help.

Responsibilities at the desk include 1) giving reference service and keeping a log of encounters, especially to note difficult problems for the Reference Librarian and make an appointment for her to meet the student client the following day (with feedback on the problem's solution *hopefully* promised to the student assistant at the next class session); 2) shelf-reading the reference collection--so many shelves per night in rotation, with the request that interns examine volumes that are unfamiliar or interesting to them; 3) working

on a project of their choice which is both a learning experience for them and a service to the library.

The in-house assistant gives a copy of his learning design to the client and saves a duplicate for the Reference Librarian, a record of his thinking on each problem.

In addition to work in the library at the Reference Desk, in-house assistants are committed to a minimum of five hours per week of bibliographic advising in their living units. The assistants meet with students by appointment or within established "office hours," as announced in flyers of their own design (see samples in the Appendix). Without the library resources, this is a project in which they are actually working as library liaisons, who encourage awareness of and use of the library. We are trying now to evaluate the first semester of work in this project.

I describe the in-house assistants as "designers of learning experiences" for the students who come to them for help. In the reference interview they work with the student to articulate the information problem and select key words which will be the subject headings for search, unless modified by the strictures of vocabulary of the catalog, index, or other resources. They also indicate to the client what kinds of resources would be helpful in solving the problem and why these would be of assistance. The next step is to recommend specific resources for the client to check.

With a design for research in hand, the client can then proceed to the library to work with the resources. When further help is needed, he can go directly to the Reference Desk where the Reference Librarian or one of the trained student assistants will provide assistance.

In these situations, students with some degree of expertise in the use of the library become models for other students, a method of teaching familiar to every parent as well as to psychologists. Jerome S. Bruner wrote that "The earliest form of learning essential to the person becoming human is not so much discovery as it is having a model."[8] Bruner does not deny discovery, but says that the "opportunity to go about exploring a situation," like discovery, "is a necessary component in human learning."[9]

I. *Project Selection* is the preferred assignment. From the periodicals, the student selects journals of interest to them which contain media reviews. On finding a review of interest, he checks the card catalog to see if the library has the resource. If not, he writes a book order card. If he can locate two or three other reviews which indicate the book would be a good addition in terms of the objectives of the collection, the book is generally ordered immediately. If other reviews are not yet available, the card is given to a staff member who checks in later review sources. The student receives feedback about his selection and is notified when the book comes in. Project Selection teaches the student assistants about collection development, the process of selecting materials, and the pros and cons of decision-making. It also helps the student understand the library as a growing mechanism in which he has an active part, and it encourages him to explore journals he might not otherwise know.

II. *Project Awareness* is a public relations activity. The student selects a subject area for a display, supporting his selection with good arguments for its appropriateness, plans the display artistically, and learns how to select what is displayed. So far only Euripides

Tsakarides has been brave enough for this. And as noted, his display was also used as a model to show the in-house assistants how to create what he labeled "little library environments" in their living units.

One of his outstanding displays this year included an invitation to sit down and examine the works on the spot. It was an exhibit of literature on drugs, including relevant Congressional hearings. Placed in the open mezzanine, it flowed through a lounge area where students did respond to the invitation to "read right here." A philosophic statement about the display, in beautiful calligraphy, was a focal point.

Another of Euripides' presentations was a multi-media display dramatizing the black experience. He was aided in planning it by Carl Washam, of Mobile, Alabama, assistant in the freshman seminar on "The Rhetoric of Protest," and Sid Nance, of Cedar Rapids, Iowa, another artistic student. In an area delineated by a huge wrestling mat and deck cushions in salmon, orange, and turquoise, they presented recordings of black literature, poetry and protest, with projections of the new brief black poetry. Fabrics from Africa and slides of Afro-American art gave continuity to the display when records were not being played and interpreted by black students. All students were invited to contribute--the exhibit changed periodically. The Black American flag was displayed, made by Gretchen Wolf Deter, a paraprofessional on the library staff whom Carl Washam dubbed "the Betsy Ross of Wabash."

III. *Project Creation* is the development of either a bibliography or a vertical file collection on a subject of social importance. Consultation with the Reference Librarian is built in, as in an independent study program. One student elected to do a bibliographic essay

on works about the American Indian; another, a vertical file collection on Nixon's economic policy; and a third, a bibliography on conscription in the U. S. Two are still unfinished; hours at the Reference Desk speed by since assistants are under instruction to give first priority to students coming for help. But the learning experience will remain, whether or not someone else may finish the bibliography. And the work that has been done may be a beginning for someone else. Perfection is not the point.

Students are encouraged to suggest their own projects for learning about the library. Their eagerness helps to overcome today's deserved radical criticism of detached or irrelevant knowledge. To draw on Bruner again -- "those who study the acquisition of knowledge are surely aware to what extent its acquisition is governed by selective purpose."[10]

Orientation to the library changes hands when students in the seminars encourage their freshmen to meet them in the library for a little serendipity. Seminar assistants in several cases have brought both students and professors to the library to acquaint them with the section where most of the sources used for the courses are, or, in one case, to work on a research problem during actual class time. This is an optimum situation--a library laboratory.

These students are encouraged to prepare for the seminars a bibliography listing of the resources that they found most useful for research in helping the professor plan the seminar, and in their own workshop experience. This involves them in a learning situation since they must review a manual of style, usually Turabian,[11] and present the bibliography professionally, as well as make the selections

for it on a critical basis. When they have done this work and it is approved, a member of the library staff cuts the stencils and the work is published under the student's name. He becomes a creator.

In-house students cooperated on a bibliography of the indexes and abstracts they recommended as most useful in the library. As editor, one of them compiled the evaluations of all, which the class published and then distributed to the living units.

This spring, the in-house students also began to compile and write a handbook from the student point of view. It is *their* guide to *their* library, and a record of their awareness of what a library is.

Ben Barnes, of Rochester, Illinois, last fall the senior assistant in the freshman seminar on "The Home Front in World War II," developed a tremendous interest in Congressional hearings, influenced by Dr. George Davis, who as his history professor and a government documents enthusiast, was really his model. Ben proved to be so able and so very much interested in the library that I invited him to serve as the assistant in the project for in-house advisers.

One of the areas to be explored by these living unit representatives was our documents collection which, for many reasons, has through the years not been very accessible to students. It's been the old story of an understaffed warehouse--"we have it"--without technique or promotion to get it used properly.

In the last year, all of the indexes from the Constitutional beginning of the United States to the present -- ranging from Poore's and Greeley's to the *Monthly Catalog* and the new cumulative index to Congressional committee hearings--have been isolated and integrated in what we call "Doc's Bar."

As one of his contributions to the in-house project, Ben Barnes developed a working annotated bibliography which is a guide to all these volumes and such supporting handbooks as Schmeckebier, Boyd, and Jackson, and such aids as the valuable catalog *Popular Names of U. S. Government Reports.*[12]

Through this work, sparked by a personal interest, Ben has learned more about access to documents than I know. Today I ask *him* for help. By publishing the bibliography, he has created a project which shares his knowledge and provides guidelines for others. I think this is "a consummation devoutly to be wished."

It is my belief that the key to orientation is being open to experiences which can involve students in actual ongoing library work, work that relates to their own particular interests and personal thrust. It is also offering them measurable results of their efforts--a product or effect they helped create--either a publication or a satisfied client.

As they use resources more broadly, they become more sharply aware of the ingredients of a library, and the feedback from them is very valuable to the library. The librarian becomes much more aware of where his true accountability is--to the student. The Reference Librarian is most keenly aware of this--since the outreach position in public services is where the flack hits. With face to face accountability, in time, the result should be a better library.

At the end of the eight-week period of class discussion and laboratory, in-house reference assistants were asked to suggest things they would do to improve service of any kind in the library, or to improve the environment. The following is the result:

Suggestions for the Library in its Period of Change and Growth

by Library In-House Assistants
14 March 1972

1. Provide a "how to use" guide for each of the various reference sources, to be located in the proximity of the source.
2. Republish the location guide and self-guided tour, and distribute copies *widely* throughout the library.
3. Provide one or more pencil sharpeners for use in the basement (to be located, perhaps, near the water fountain).
4. Provide several more dictionaries for the basement, located in noticeable, useful spots.
5. Begin the use of raised I.D. cards to facilitate checking out books at the Circulation Desk.
6. Work with projects to make the library a more *personal*, people-oriented place with the help of signs, posters, and a friendly attitude.
7. Provide some form of library guide to explain the roles and jobs of the various librarians and the library staff members.
8. Eliminate the "apples and oranges" question from the library freshman questionnaire: it made the whole survey seem like a joke.
9. Provide a coffee room or lounge where students can relax, have refreshments, and talk. Food machines would be nice.
10. Keep the library open for longer hours. One compromise, based on the financial difficulty of such an undertaking, is to change daily hours from 8 a.m. - 11 p.m. to 9 a.m. - 12 midnight, since very few people actually use the library at 8 a.m.

except for classes. In addition, it is requested that the library extend its hours to 1 a.m. the week before, as well as during, exam weeks.

11. Provide a policy statement for all functions of the library, including fines, semester circulation of books, hours, use of phonographs, etc.
12. Place a guard at the door to help prevent the problem of missing books.
13. Have a "library kegger" sometime in April out on the front lawn by and for "friends of the library." It is understood that the general purpose of a kegger is to create interest, to draw attention and people to something. Maybe the library should try it.

Response is the next step.

The Wabash programs, working through model students, do not attempt to reach *all* students directly. This is a strength *and* a weakness. We worry about the unreached. The staff has noted greater use since these programs began, but it is too soon for this to be considered evidence of "results." As statistics are quantitative, a qualitative measure is also needed, a correlation with an improvement in academic achievement. We need more time to know our effectiveness.

Hopefully, however, the outreach of the model students will be greater than just in their seminars or in their houses, with a cumulative library awareness that will spread on campus. As noted in the July & October *Drexel Library Quarterly*, this is intentionally a centrifugal program.[13]

As an indication of their acceptance of the library (orientation to the library), let me, in closing, share with you several responses

from students in the in-house program on a questionnaire given to them after the eight weeks of designed experiences.

John Feasel, of Fort Wayne, Indiana, in answer to the question "What is a library?" replied "A big checking account, as opposed to the savings account or warehouse idea."

And in replying to the question "In what way, if any, has your view of the library changed?" (since the start of the project), John continued his analogy:

> Most drastic has been the change from the savings account idea ('maybe some day it'll come in handy') to the checking account -- one always being used, handy and convenient in the transactions of knowledge. Teach people that, using fair practices, they can enjoy years of credit. All they have to do is put in a fair amount of their own work as a deposit.

From Bruce Ong, of Elkhart, Indiana, comes this definition of a Library: "A storehouse of information, books, periodicals, and services. It is a storehouse until it is used. Only then is it a library."

Mark Nicolini, of Mishawaka, Indiana, projected that

> the library is what the individual is willing to make of it--it knows no limits or boundaries. The only confines are people's lack of learning desire. For the curious, it can be a new world--but only if they allow it to be.

Responding to the question "What is essential in an effective library environment?" Mark felt that "most fundamental is an atmosphere of encouragement: i.e., questions will be grappled with by staff, although not necessarily 'answered.' Libraries need not guarantee 'success' but they have a *commitment to help.*"

"Help" is a verb that denotes personal concern and meaningful action. In the language of situation ethics, help is an action in the present, thought out in loving concern, as a bridge to the future.[14]

Orientation which involves students in a total library experience on a one-to-one basis, rather than in an assembly line of isolated exposures, cannot be anything but a commitment to help--a sane approach to young people questioning shallow educational leadership and objecting to a shoddy and unconcerned world.

It is these young people on which the Council on Library Resources has practiced the laying on of hands, confirming them as "the reservoir of national leadership to take us through the decades ahead."[15]

APPENDIX I

Library Project
Wabash College

January 15, 1972

WORKSHOP SCHEDULE

9:00 a.m. How to attack factual problems: three assistants from Fall 1971 seminars will try to find the answers to questions put by this spring's seminar leaders -- Andy Barnes, Keith Nightenhelser, Chuck Ransom.

Exercise in finding answers to factual questions which the leaders have submitted as being typical of their seminars. The assistants will hunt; the librarians will assist.

10:30 a.m. Report on snags hit so far. The librarians will point out how to use major categories of reference works (indexes, bibliographies, card catalogue, and the like) to avoid the snags.--Thompson, Millis.

Return to the exercise on the factual questions.

1:30 p.m. Round-robin. Each assistant puts one of his factual questions to the group, as a simulation of what the work at the Reference Desk can be like.

2:00 p.m. Each assistant meets with his seminar leader to discuss the authorities--the authoritative resources--of their seminar, in order to (a) demonstrate the process of making judgments about sources of information, to (b) test the resources of Lilly Library in particular, and to (c) make a preliminary statement of the scope of the seminar.

2:45 p.m. Brain-storming on a "core curriculum" and its relationship with Freshman Seminars and the Library Project.--Frederick.

3:15 p.m. The services of the work room: CBI, Union List of Serials, shelf list, LC catalogues and NUC volumes, and the like.--Millis.

Arranging a work schedule for the Reference Desk: the assistants should have their class schedules in hand.

End around 4:00 p.m.

The mid-term workshop will be held on Friday afternoon, March 3, starting at 3:00.

Please return the critique forms to Mr. Strawn on Monday, January 17.

Library Project Workshop, January 15, 1972

Factual questions for 9:00 a.m.

For detailed consideration:

1. What kinds of careers generate published autobiographies and what ones don't?

For casual consideration:

2. Find five definitions of time.

3. With whom does the technical distinction between *langue* and *parole* start?

4. Who said it? Where was it said? Why was it said? What was the response?

April 24, 1916
"Irishmen and Irishwomen: In the name of God and of the dead generations from which she receives her old tradition of nationhood, Ireland, through us, summons her children to her flag and strikes for her freedom.

"Having organized and trained her manhood through her secret revolutionary organizations, the Irish Volunteers and the Irish Citizen Army, having patiently perfected her discipline, having resolutely waited for the right moment to reveal itself, she now seizes that moment and, supported br her exiled children in America and by the gallant allies in Europe, but relying in the first on her own strength, she strikes in full confidence of victory."

F.S. 7 APPLIED GENETICS: MOLECULAR ADAPTATION. Cole, Doemel, Butler.

1. Where can I find a procedure for the assay of aldolase activity in bacteria?
2. Where can I find a theoretical discussion about liquid scintillation counting?
3. Where could I find a listing of all the papers published by Thomas Brock or his associates?
4. How can I find references published from 1960 to the present about the development of the chloroplast in Chlorella?
5. How do I find research reports of governmental agencies--NIH and EPA?

F.S. 8 AMERICAN AUTOBIOGRAPHIES. Frederick, Kissling.

1. What kinds of careers did individuals pursue which generated published autobiographies? Rank the top 10 or so in order -- approximately. What kinds of careers, incidentally, do not seem to generate published autobiographies?
2. Find -- and list -- the top 10 (approx.) best-selling, "best-received" autobiographies written in the last ten years.
3. Define and show the distinctions, if any, between the following: biography, autobiography, novel, memoirs, reminiscences, fictional autobiography.
4. What are the two or three bibliographical sources most indispensable to any study of American autobiographies?
5. Find two reviews with contrasting interpretations and/or evaluations of any autobiography of your choice.
6. Who was Vida Scudder and what has been written by and about her?

F.S. 9 LOCAL HISTORY
Fertig, Stepp

1. If the property of Wabash College were placed on the tax rolls, approximately what annual property tax would the college pay?
2. From a study of indexes to 2 or 3 Indiana histories (including Carmony and Barnhart) derive a statement about what leads a state historian to mention Crawfordsville or Montgomery County.
3. Compare the book-length publications of Maurice Thompson listed in Russo and Sullivan, *Seven Authors of Crawfordsville*, with the Wabash Library holdings. Check with the Public Library to see if it can supply anything Wabash cannot.
4. [If Archives are oper...] How much help would the Wabash archives be in supplying pictures for an illustrated account of "Wabash during the First Decade of the Administration of President Tuttle"?
5. Which of the articles listed under Indiana in a volume of *Reader's Guide* (pick your volume) can be consulted in the Wabash library?
6. How many votes did McClellan get and how many did Lincoln get in Montgomery County in 1864?
7. Find data to substantiate or refute the "impression" that Montgomery County was a "rich" county in 1880.
8. Why is the morning ceremony on Commencement Day called Baccalaureate?

F.S. 10 WHERE ARE YOU? WHAT TIME IS IT?
McKinney, Thoms.

1. Prepare a bibliography on Newton's concept of absolute space and time.

2. Compare Erwin Schrödinger's and Max Born's interpretation of the wave function. Document the sources.
3. Who originally developed the following theories and concepts: valence, vortices, and *vis viva*. In what source are these theories first mentioned?
4. What scientific perspectives have developed from the thought of Heraclitus and Parmenides?
5. Find a scholar who believes that space comes into existence as a particle is set in motion. (Does space exist independently of motion?)
6. Find an article, monograph, or book which discusses the concept of space in the works of Rembrandt or Vermeer.
7. When did the theories of relativity and quantum mechanics first appear in American newspapers?

Speech 9. RHETORIC OF PROTEST.
O'Rourke, Washam.

1. How many definitions can you find of rhetoric and protest? You are expected to use the various dictionaries in the library, but in addition to these consult the various writers on rhetoric and protest for their definitions.
2. Develop a list of synonyms for rhetoric and protest that would be useful in a search of the catalogues and indexes in the library.
3. What 10 articles in the last 20 years of the *Quarterly Journal of Speech* would you recommend to students of the Rhetoric of Protest for background reading?
4. What recordings are available in the library that would be useful in the Rhetoric of Protest course?

5. What journals in the library will members of the class find useful for their research. List at least five of them and cite one article from each that you feel pertains to the course.
6. List magazine articles, newspaper stories and editorials on the following events:
   Assassination of Martin Luther King
   Riots in Watts
   The Berrigans' arrest

Humanities 8 LINGUISTICS.
Strawn, Carpenter.

1. Where will we find a classification of African cultivated plants by type and by origin?
2. Find a couple of photographs that will let Amadou Taal talk for three minutes in Wolof about what is familiar to him.
3. What teaching materials do we have for African languages?
4. Find a schematic for showing kinship. What is a cross-cousin?
5. What has been published within the last decade on the relationships between language and biology?
6. What 19th-century work in linguistics has received new attention since 1960?
7. What is the significance for linguistics of Ferdinand de Saussure? Is Wade Baskin's translating ability trustworthy?

APPENDIX II

Lilly Library
Wabash College

IN-HOUSE REFERENCE ASSISTANTS
SCHEDULE & OBJECTIVES
WINTER & SPRING 1972

OBJECTIVES

1) FAMILIARITY with basic types of library resources and certain models.
2) PLANNING HOW to develop greater student awareness of library services, and of potential for self-development there
3) GIVING ASSISTANCE to fellow students in-house, channeling them to the Reference Librarian first for help, and gradually gaining enough confidence to help them individually.

PART I

MEETINGS

Week of: at: 1-2:30 o'clock

1) January 17 (Jan. 18), read & do *Library Skills; a Program for Self-Instruction.* N.Y.: McGraw-Hill, 1970, Chapter 1.
   Class pattern: Introductory presentation (30 minutes), exploration in the library ("library laboratory" -- 30 minutes), and discussion (return to Goodrich Room to share findings--30 minutes)
   Class topic: *Library Research and Research Ethics*, guest consultant: Professor Peter Murphy.
2) January 24 (Jan.25), read *L.S.*, Chapter 2.
   Class topic: *Encyclopedias, Handbooks, Dictionaries, Companions.*

3) January 31 (Feb. 1), read *L.S.*, Chapter 3.
   Class topic: *Card Catalog and Other Bibliography.*
4) February 7 (Feb. 8), review and completion of problems.
   Class topic: *Use of the LC Dictionary of Subject Headings.*
5) February 14 (Feb. 15), read *L.S.*, Chapters 4,5.
   (Allow a little longer for the programmed instruction this time than in previous assignments)
   Class topic: *Indexes and Other Specialized Information Sources.*
6) February 21 (Feb. 22), read *L.S.*, Chapter 6, through "Almanacs and Yearbooks," p. 135, and in the library look up and examine each book for greater familiarity.
   Class topic: *The Library Mystique Revealed!*
7) February 28 (Feb. 29), read *L.S.*, Chapter 6, from "Atlases and Gazetteers" through "Indexes to Literature in Collections." Locate each book held in our collection and examine it for greater familiarity.
   Class topic: *Government Documents*, tour of the collection and the Government Documents Index Bar, guest consultant: Professor George Davis.
8) March 6 (March 7), internship with Mrs. Millis at the Reference Desk at arranged times.
   Class topic: *Interlibrary Loan*, discussion of interlibrary loan procedures, demonstration of microfilm equipment, guest consultant: Library Intern Mike Wilson.
9) March 13 (March 14), as above.
   Class topic: *Developing Awareness*, guest consultant: Senior Euripides Tsakarides, "Posters and other awareness devices," problems relating to desk duty, filling in gaps.

SPRING VACATION MARCH 18-26

Next 6 weeks: Reference Duty in Lilly Library, 6 - 8:30, 8:30 - 11 p.m., as scheduled (optional).
In-House Reference Duty: a total of five hours per week, according to individual's schedule (required).
Keep Reference Log of "problems" you need to refer to Mrs. Millis. Follow the "Guide for Reference Assistants." Arrange for substitute from the group or ask Andy Barnes to take your place if you are ill or any emergency keeps you from your responsibility.

"Feed - back" on your problems will be either via Andy or via shorter sessions bi-weekly.

10) Week of April 24 (date by class vote), dinner at Mrs. Millis'. Evaluation of program.

Andy Barnes, as tutor, coordinator and record - keeper, and Gretchen Wolf Deter, as reference assistant, will help Mrs. Millis and Mr. Thompson evaluate your work and commitment to your responsibility to Part I, to determine your eligibility to continue with Part II. Satisfactory evaluation will mean payment of the second check for $50.00, which signifies your appointment to do the in-house advising for the weeks between spring vacation and commencement. You will be paid at the rate of $1.85 an hour for the work at the Reference Desk, and an attempt will be made to distribute work as evenly and fairly as possible.

Charlotte H. Millis
Reference Librarian

APPENDIX III

Log of Research

Researcher:

Date:

Problem #__ of above date:

Place advice was rendered: Living unit ( )
Library ( )
Other _____

I. Statement of the problem as client and I conceive it:

II. Key words we identify for our research in library sources:

Our nominations:	With help from *Dictionary of Subject Headings*, thesauri, & other dictionaries
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.
6.	6.

III. Resources I think will help us:

Generic resource ("family name"); Ex.: *Index*	Specific resource; Ex: *which* index(es)?
1.	1. 7.
2.	2. 8.
3.	3. 9.
4.	4. 10.
5.	5. 11.
6.	6. 12.
	(abbreviate)

IV. Record each citation on a separate 3X5" slip, to be found at the card catalog (unnecessary for the log). You may have several citations in each category above.

V. Brief evaluation of this problem of research--why "successful" or not:

Notes

1. Quoted at end of article in *Improving College and University Teaching*, 16 (Autumn, 1968), p. 275.
2. Frank Goble. *The Third Force: The Psychology of Abraham Maslow*. (N.Y.: Grossman, 1971).
3. Nat Hentoff. "From Nat Hentoff's Luncheon Speech," *Top of the News*, 25 (November, 1969), p. 75.
4. Albert Camus. *The Misunderstanding*. Translation unknown.
5. Council on Library Resources. *Fourteenth Annual Report*. (Washington, D.C.: Council on Library Resources, Inc., 1970), p. 14.
6. Michael Polanyi. *The Tacit Dimension*. (N.Y.: Doubleday, 1967), p. 91.
7. Jerome Bruner. *The Relevance of Education*. (N.Y.: W.W. Norton & Co., Inc.), p. ix.
8. *Op. cit.*, p. 70.
9. *Idem*.
10. *Ibid.*, p. xiii.
11. Kate Turabian. *Student's Guide in Writing College Papers*. (Chicago: University of Chicago Press, 1970).
12. Bernard A. Bernier, Jr. and Charlotte M. David. *Popular Names of U.S. Government Reports: A Catalog*. (Washington, D.C.: Library of Congress, 1970).
13. "Integrating Library Instruction in the College Curriculum," *Drexel Library Quarterly*, 7 (July & October, 1971), 365 ff.
14. Joseph Fletcher. *Situation Ethics. The New Morality*. (Philadelphia: The Westminster Press, 1966).
15. Council on Library Resources, *op. cit.*, p. 14.

APPENDIX L

Developing Awareness: A Behavioral Approach

This paper by Ms. Millis describes her experiences with students in the first three years of the grant period with particular attention to objectives and concepts underlying the instruction of reference assistants.

DEVELOPING AWARENESS: A BEHAVIORAL APPROACH

CHARLOTTE HICKMAN MILLIS
Assistant College Librarian in Public Services of Plymouth State College of the University of New Hampshire; formerly Reference and Public Services Librarian of Wabash College

Under a matching grant from the Council on Library Resources (CLR), a program began at Wabash College in Crawfordsville, Indiana, in the fall of 1970 with the expressed objective of integrating use of the library more fully with the programs of instruction at this small four-year liberal arts college for men. This was an experimental program with a five-year span.

BACKGROUND

As initiated, the chief vehicle for the Wabash plan was to be a program of freshman seminars already approved by the faculty, in which an upperclass student would act as an assistant for the professor teaching the course, helping him to plan it and to guide and evaluate student work. When the grant proposal was accepted, this student was allocated the additional responsibility of a liaison in the seminar between the course and the professor and students, and the library. Concurrent with basic instruction in the use of the library, he was to become an interpreter and facilitator for the library, in behalf of the freshmen enrolled in the seminar. He was to attend all seminar meetings as well as meet with the professor and librarian at other different times. It must be noted here that the seminar program was a matter of instruction for selected upperclassmen and only indirectly for freshmen. For the freshmen, the library experience was to come about through assignments that stimulated library use at a time when another student, especially trained, was there to be of help.

Although offered for credit, the seminars were outside the regular college curriculum and were advertised through a separate catalog. Professors had volunteered to teach the seminars in subject areas of particular interest to them

personally—often quite esoteric. Course titles, such as "Ancient Ships and Fleets," "Continental Drift," "Espionage as an Organization Activity," and "Censorship," reflect the intellectual interests of those teaching the seminars.

The upperclass students selected as assistants by the professors were better than average if not superior students in all cases, and as *sine qua non*, were all interested in the challenge and eager to learn.

Freshmen taking the seminars elected to do so; these seminars were not required and usually were the only such options for freshmen.

The meld of upperclass assistant, professor, and freshmen is indicative of a very basic ingredient in a library laboratory with a chance of success—the interest of those involved, their motivation to do the job. The people at Wabash were not captive scholars meshed into an academic lockstep. They had all *chosen* the program. The same was true of the reference librarian, who had come to Wabash primarily because of this program.

It was a consummation devoutly to be wished for, in the language of Shakespeare. "If librarians want to reach the vast majority of undergraduate students, they must work with and through the teaching faculty to ensure that use of the library is a required, essential component in course work"—this point was made most emphatically by the late Patricia Knapp at the Institute on Training for Librarians in Undergraduate Libraries at the University of California in San Diego in 1970.[1]

At the conclusion of the first year of the seminar program, another program was added at the suggestion of an involved faculty member, and with enthusiastic endorsement by seminar students: an in-house program to instruct the many representatives of dormitories and fraternities who had indicated their interest in learning more about the library, in library use, so that they would then help others in their residences with their research problems. A few of these students, but not the majority, were freshmen. Again, the outreach was indirect—the librarian working *through* some students, including freshmen, to reach more students.

The in-house students were also highly motivated. They were not all superior students—a number could be called average—and they were rallying to work in a very amorphous context (residence units composed of a heterogeneous assortment of men in different major fields, with varying levels of intelligence).

The problems in reaching this constituency were expected to be greater, and did prove to be greater, than those confronting the seminar assistants who were definitely working in the applauded, course-related situation. As elsewhere, course-related instruction at Wabash had proved to be meaningful; the challenge in a residential program is to give it meaning out of context, by seeking out opportunities for application, by a certain amount of judicious proselytizing in dorms and fraternities: flyers, bookmarks, announcements—intellectual first aid!

It should be noted here and cannot be emphasized enough that both internal and external public relations are large problems for librarians to solve today. The educational establishment is largely unfamiliar with its own built-in resources and, even when familiarity exists, is not using the resources creatively.

Librarians need more than ever to be communicators—mobile, loquacious, and prepared for debate.

Although one does project where to go and why in an experimental program, it is often vitally necessary to depart from plans to respond to new ideas along the way. Insecurity is rampant since experiments provide the possibility of real and dismal failure. It is extremely important to have a steadying philosophical base from which to respond with insight, rather than to react to ideas for change expediently.

Changes that did occur in the first three years at Wabash were largely in response to student input—their suggestions and their criticism. Listening, filtering, and responding became important functions of the librarian.

If the face of the library is changing, as Robert Taylor says, a very dramatic change needs to be in the ears and ego of both the professor *and* the librarian; what is lost to both in established compartmentalization and time-honored procedures may be gained in users. "It is the user who defines systems" is a Taylor tenet.[2]

THE BASIC PLAN FOR THE FIRST YEARS OF THE PROGRAM

Both the seminar and the in-house library instructional programs followed the same basic plan in the first years. It would have been almost impossible to do otherwise, since the majority of the instructional work fell to the reference (later the public services) librarian, one person who also had all other reference responsibilities in a library with a collection estimated at close at 200,000.

Although the plans were so similar, opportunities for individualization occurred. For seminar assistants, problems in the use of resources varied according to the subject matter of their seminars. For in-house assistants, more general problems were constructed, exposing them through a battery of generic resources to the possibilities of retrieving information in as many ways as possible.[3] Groups were small, usually between five and ten, and allowed for concentration on individual needs. Following the course of instruction, the in-house student hung out his shingle in his residence unit. The seminar assistant, usually a high-ranking senior, had the additional challenge of advising freshmen *concurrently* with his own study of resources (that is why the concentration on indexes and the catalog come early in the course).

In addition to the above-mentioned reference librarian, the chief librarian and a professor were involved in the CLR project, the former as an *ex officio* consultant and arbiter; the latter, for the project's first two years, as coordinator. When the professor returned to full-time teaching in 1972, the chief librarian assumed all administrative details of the program and the reference librarian assumed the instructional planning and implementing, the point-of-contact work with students. Both librarians made every attempt to maintain close communication with each other: the chief librarian was welcome to come to instructional sessions, to suggest or arrange for improvements, to interject observations; the reference librarian was on "drop-in" status at the chief librarian's office, any time. Subjective evaluations by students involved in the programs, and some-

times constructed by the students themselves, kept both librarians apprised of student opinions, criticisms, and suggestions.

THE GUIDELINES

The master plan of instruction for the program's first three years was structured on seven basic tenets of the teaching-learning process—steadfastly adhered to—and two phases of problem solving. From this philosophical base, not overtly expressed, sessions met and attempted to respond to needs for improvement and change. It should be noted here that the approach was *behavioral* more than *technical*, in the belief that with the commitment of the person (student or faculty member) to the concept of "library," interest in "how-to" will follow.

Instruction was usually for about ten weeks, in 90-minute weekly sessions in components of presentation/exploration/discussion. The majority of the time was devoted to exploration (problem solving) in the library. Remember—rather than directly involving groups of freshmen, this was an experience for selected students who subsequently would be working with freshmen.

The seven guiding tenets of the teaching-learning process:

1. student involvement,
2. problem-centered approach,
3. focus through models,
4. on-the-job experience,
5. opportunity for creativity (self-expression),
6. encouragement of conceptual thinking,
7. abolishment of the "mystique."

The two phases of the problem-solving process:

1. first four-fifths of the program (approximately): single-focus problems (factual problems illustrating the use of a single generic resource);
2. last fifth (approximately): multiple-focus problems (conceptual/contextual problems involving many kinds of resources).

Since all this was experimental, and since it was related to the needs of a particular college with a particular clientele, it is felt that any possible value to readers will come more from an explanation of the *logic* of the early program than from any statement of specifics as if they might be *established* rather than *evolving* forms of instruction. It is not known that the approach is *right*, it is only known that it was tried—and that students did express interest in the experiment and satisfactions from their personal involvement—and that the library began to change with the stress on use.

A new need for accountability emerged that affected the total library and indicated the need for a fresh look at the expectations for all personnel. As with the proverbial pebble thrown into a pond, the ripples created by the effort in both seminar and in-house programs to make students more aware of the library and then knowledgeable about how to use it were far-reaching, eventually re-

sulting directly or indirectly in questions about the kind and size of staff needed, the layout of the library, and the location of resources, the development and breadth of the collection, the relationship of the staff to the faculty, the status of the staff, etc.

Experimentation in a way resembles autopsy—causing examination of why things are as they are, in order to make recommendations for the future. Upsetting, but useful.

Early in the program, so that they would know what was expected of them, students in the seminar program were presented a list of objectives in broad terms.

Seminar objectives:

1. development of personal familiarity with generic library resources and certain models;
2. integration of this developing awareness of and familiarity with library resources into the learning experience of freshmen in the seminars at every opportunity, and publication of a joint student-produced bibliography of useful resources to be distributed in seminars and at large;
3. provision of assistance to freshmen in the seminars week by week, and students at large at the reference desk after internship.

In-house objectives varied a little:

1. exploring and learning about a resource through solving a problem involving its use;
2. sharing knowledge of the resource so explored with the others in group, and in the sharing, becoming responsible for understanding the use and usefulness of all the resources explored;
3. sharing the cumulated knowledge at the conclusion of the program with one's peers in-house, after internship, by advising them on the resources helpful to their academic needs and instructing them in their use, toward the end of intellectual freedom.

Although this changed from semester to semester and group to group, the following is a fairly representative agenda for a semester's work, the operational base for philosophy, phases, and objectives. It is felt that the use of nonbook media can be incorporated into the weekly schedules as the opportunity arises. It must be noted that all groups began with carefully worked-out agendas, which by the end of the semester had been pretty much reworked to adjust to new needs, pressures, and situations.

Meetings	*Coverage*
Week one	General orientation to the library and to each other (student to student, students to librarian). *Raison d'être* for the program. Objectives for the semester. Assignment in programmed text for next meeting.[6]

Week two Use of indexes and abstracts. Problems. Conferences to enhance understanding of goals and objectives. Assignment in programmed text.

Week three Card catalog, I. Problems. Assignment in the *Dictionary of Subject Headings of the Library of Congress.*

Week four Card catalog, II. Problems in the application of the DSH, above. Assignment in programmed text.

Week five Use of the reference collection, I. Problems. Assignment in programmed text.

Week six Use of the reference collection, II. Search strategy. Problems. Assignment in the reference collection and in the library's guide to government documents.

Week seven Use of government documents in the collection. Problems. Assignment: review and assimilate all to date. Review worksheet to be returned to librarian to evaluate.

Week eight Midsemester evaluation and planning session. Assignment: stand by to offer extra assistance to students in seminars (in-house) during midsemester period. Make appointments to give extra help in the library.

Week nine Minicases. Model minicase. Minicases A and B. Assignment: further review where one feels weak. Conference—discussion of weak areas and feelings about the program.

Week ten Minicases C and D. Summing up. Project due (usually a bibliography of the most useful resources explored, to be combined with those from others in the group).

Thereafter Assignment to internship at the Reference Desk. Publication of projects. Optional duty at the Reference Desk (if cleared as "ready" in conference) in addition to seminar and in-house advising.

From these guidelines and operational plans, it was felt that the dialogue (presentation/exploration/discussion) could proceed. There is no script!

TEACHING-LEARNING TENETS

STUDENT INVOLVEMENT

Classes in the program were called "library labs" and usually involved no more than four to ten students who met rather informally once a week with the reference librarian in a seminar room in the library for discussion before going to the collection with research problems to solve.

Lecturing in the labs was kept to a minimum. Today, in the time of the Fourth Revolution,[3] learning is enriched by many media and by a renewed emphasis on personal experience. Students, rather than being passive (bored?)

spectators at an instructor's *tour de force* were kept in motion both by solving research problems in the library and by sharing their discoveries with others.

The reference librarian opened labs by introducing students to whichever genetic resource or resources were slated for investigation that day. A specific resource or "model" of each kind served to illustrate the generic resource (i.e., *New York Times Index* to illustrate all indexes, as a type of generic resource). Time was taken to respond to student questions or observations.

With an introductory familiarity, students then took assigned problems involving the use of the resource being explained into the library to seek out possible solutions (not "answers," which may suggest a very vertical and narrow approach). Within a given time period, they returned to the seminar room, each one charged to tell the others about his problem and his personal discovery of helpful resources. "Show and tell" was encouraged actually, as it is on the elementary level; students could bring the involved resources back so that others could make a physical and visual contact with them in addition to the intellectual one. This made it easier to "compute" the resource—students could store an awareness of it in their heads.

As in a science lab, there was action in this library lab. Motion, noise, dialogue. Laughter even. Changes occurred. "I didn't know . . . we had such an index"; ". . . what a concordance was"; ". . . that there were dictionaries for biology only." Education is alive and well when there is this process of change.

Just as certain bibliographic resources are guides to information, the librarian was guide for the lab—suggesting, but not telling the way. Pointing out possibilities, never presuming to say "wrong," but rather proposing the consideration of alternatives. She tied the students' involvement together, and commented or explained as she felt necessary when any doubt or confusion existed.

In such a situation, there can be no script (lecture) but only a "happening." The librarian is the yeast that brings about the action, but the students make the bread—and as creators, begin to feel a commitment. It's a demanding situation for the teacher, who must seize every opportunity to make a point.

When the learning comes thus, from the shared experiences of the students rather than from tight lectures, the grounding to the librarian by a professional philosophy is most important. Students ask more questions, seem to get more at the gist of things. Learning can be reinforced then by a timely "You're right, Art, this is why . . ." or "Yes, Mark, there seems to be a pattern . . ."

To facilitate participation, every effort needs to be made to keep communication open and to keep this focus not only on the students and their individual progress in assimilating and understanding, but also on how clearly they share their progress with their peers (fellow assistants and the students he is helping or preparing to help). In this situation, students learn a little about the art and demands of teaching—by teaching each other. This lab actually becomes a model for them of their future experience helping freshmen and other students.

PROBLEM-CENTERED APPROACH

Learning by rote is a way to pass over exam hurdles, but *knowing how by doing* is an important step toward confidence in oneself, toward the self-esteem necessary for maintaining equilibrium in academic or larger societies.

Problems rather than *prescription* are needed in library labs, adding the ingredient of "the way it seems to me" to the learning experience. Doing a problem successfully results in a product, a result to be proud of. Making errors in judgment should be interpreted not as failure, to be marked with a red X, but as that part of an experiment that says "keep trying, we know there are other possibilities."

The fact that the librarian discoursed little in the Wabash program was in part due to students' suggestions that initially there was too much lecturing and not enough contact with the resources themselves. They wanted confrontation, not dissertation. They asked for more problems and more time to solve problems, *to do* and *to share*. They were ready to accept the 1, 2, 3 of the diving board, but after the basic steps, they wanted to jump in and swim.

Years ago, college president Henry Wriston noted that a student does not learn by being told how to use the library, but by using it.[6] More than a generation later, librarians are beginning to concur on a wide scale. Orientation is being seen more as an organic experience than as a trip.

Problems carefully constructed to illustrate the use of one resource invariably show students their way around the library much more effectively than a library tour or a lecture, because of the problem's relation to the students' needs. Learning how to use the *Essay and General Literature Index* really means first having a need for critical or expository material, knowing how to use the card catalog, and knowing how to locate a book in a particular library. *Hearing* about EGLI will not accomplish as much. To use *Biological Abstracts*, a student has to figure out the CROSS and BASIC indexes in relation to a specific need, not a vague generality.

The problem-solving experience related to the real need, therefore, seems to encourage the kind of exploration that helps students to comprehend the underlying logic of the library. Most people forget or never stopped to think that philosophers were the original classifiers; it has long been an art to integrate material. A student given a classification number to locate in the BFs will not learn as much about how to find things as the student challenged to find worthwhile material for a paper on a specific phase of experimental psychology. The latter will have a lot of questions to ask. *That is the point of the problem: to raise questions rather than to encourage a nonquestioning "learning."*

Exploration can be frustrating and it is time-consuming, but it adds enormously to the learning process. It leaves something for the students to contribute, and recognizes them as persons with the capability of contributing. It also says you respect your students.

FOCUS THROUGH MODELS

In the program it seemed to make more sense for a student to examine one representative resource or "model" of a specific category and for the librarian to illustrate a category through one model (i.e., "index" as explained by reference to *Art Index*) rather than by memorizing details about many or explaining a whole span of indexes. The information explosion boggles the mind. The students learning how to use the *Social Sciences and Humanities Index* can focus on it as a representative of its family.

The important thing is that they learn the existence of the category "index" and what its work is, and that there are many, many kinds available—not only the model. This whittled-down approach makes it more possible for students to cope with the flood of resources without drowning in them.

Here is where the working involvement of many students is important. It is an awareness arouser. In a lab on indexes as a generic resource, the librarian could first explain the work of an index and the variety of them available in the particular library to serve the curricular needs of the college, use one only as a teaching model, and then assign problems that would illustrate as many as there are students to share the problem-solving experience: one to show how the *New York Times Index* was useful for a problem about the Nuremberg trials; another to show how the *Social Sciences and Humanities Index* is helpful for the study of espionage, etc.

In a lab with seven students, then, there would be exposure to the ideas of seven indexes, and a student would be conditioned to think when the need arises later, "Isn't there also an index for political science? for chemistry? of bibliography?"

The use of selected students to learn about the library in order to show others the way is another example of adding focus through the use of models. Seminar assistants became exemplars for the freshmen in the seminars and in-house advisers for the students in their residences. As models they helped others to integrate library use into their course work.

One student helped others in the Nuremberg trial seminars to learn how to use the library to find biographical information about the defendants, how to look up source accounts of the long-drawn-out trial, how to find and use the reports of the Tribunal, how to unearth studies of the moral and psychological impacts of the Nazi ideology, etc. This is making use of students as models, just as professors (or parents) serve as models. They set an example; they help solve problems. They are guides and pathfinders.

It might be noted here that upperclass assistants were programmed into seminars because it was felt that students might go to a fellow student for help before going to the authority figure.

A third way in which there was utilization of a model involves professors themselves. A professor interested in teaching a freshman seminar and utilizing a student assistant as bibliographic adviser was thought to be a model for other professors for the possibilities of more planned use of library resources and personnel.

An unexpected by-product of the Wabash plan was that assistants in some cases proved to be models for professors, by pointing out how assignments could be constructed to make better use of the library and helping them to organize the instruction so that students would *need* to use the library. Since it is really with professors that library use begins, this might be one way to get around the reluctance many teachers have to admit they don't know something they think they ought to know, as well as to encourage more advanced planning to utilize enriching resources. Students see this need for preplanning very clearly when they have all-around library experience. They know selection and acquisitions

take time; they know some resources are better than others; they know media vary in effectiveness.

Finally, for the in-house students in particular (who, unlike seminar assistants, often worked away from the physical library, advising fellow boarders in the coffee shop, the dining room, or dorms) logs or research designs were mimeographed to serve as a model for the thought processes involved in research.

The log really asked the questions that need to be asked in a reference interview and provided for the written response: articulating the question (defining the negotiation), ascertaining what had been checked and/or needed to be rechecked, suggesting useful generic resources and following this, specific resources (if *index, which index?*), and suggesting keywords to use as subject headings.

It was decided that these logs or patterns for research be also kept at the reference desk for each reference encounter. Students who were not attached to either program often asked for copies to guide them as they were preparing a paper.

REAL EXPERIENCE

As has been noted, the library labs were for the most part of ten weeks' duration, in 90-minute sessions once a week.

Actual on-the-job experience followed. Students first had an internship at the reference desk, with the reference librarian near at hand, and after this trial period, worked at the desk in her absence or while she was involved in other work in the library. This was optional experience (some students simply didn't have time) and was in addition to the primary responsibility in seminars and residences.

It brought theory into practice even more sharply than the experiential lab problems since the element of responsibility to another human being had been added. Problems coming to the reference desk did not have the controlled situation of the lab or the specific subject orientations of the seminars, but might require the discovery of resources not dreamed of, really testing the adequacy of the pathfinder's preparation via the generic category route. "Do I need an index? the card catalog? a bibliography? some combination?" Here is where the generic approach became meaningful, for if specifics had been forgotten, principles remained.

The student on duty as decisionmaker guiding someone else's research problem really has a final exam on his hands at each reference encounter. And he has the added responsibility of remembering to show how, not tell all, to inspire clients to learn to find out for themselves, rather than dole it all out. The overall objective of any program instructing in the use of the library should be intellectual independence for all, viewing learning about the use of the library as one of the liberal arts.

Heads will shake in the profession. "Students alone at the reference desk? But they can't give *our* kind of service!" Probably not, but has professional service to date swelled the libraries with users? The question administrators are asking today is: "Are our resources being used?"

Good students are perceptive and know when they are over their heads. Assistants were advised it could happen (to them as well as to a librarian). They kept the log of the real (not directional) questions . . . the pathfinder model. When they could not solve a problem, they did what they could to give the client a start, and referred him to the librarian who would read the report of all encounters. Her suggestion and follow-up with the client was always transmitted to the student assistant who had had the trouble. If his need were urgent and the student could not wait, the assistant was able to call on the chief librarian or the library intern for immediate help.

The library profession's fear of involving students at the desk robs them of a most meaningful opportunity to learn. This fear, bred perhaps from the desire to have everything just perfect and under control, is not in keeping with the philosophy of learning through doing.

Wabash students were not totally autonomous at the desk, but they were trusted, and given responsibility. They were given guidelines for their interviews and their work was checked. And their peers came to them. Unfortunately, no statistics were kept to indicate whether students come to peers more or less frequently than to a professional.

OPPORTUNITY FOR CREATIVITY

Students at the reference desk had times when there were no clients looming in. These minutes were utilized in the learning experience and often added creatively to the library as a learning resource.

Shelf-reading the reference collection can be turned from a boring chore to a creative encounter with unknown resources. Reference assistants were taught to shelf read and were assigned so many shelves in the collection to read each time on duty, in rotation, with the instruction to take appealing and/or unknown books back to the desk (where they'd be personally visible to clients) in order to become familiar with them by browsing through them.

Their awareness of the collection was heightened considerably, and they enjoyed this freedom of choice in exploring. It often made a difference in their service; they seemed to remember books better, and to zero-in on them faster when they were needed than they could by the catalog route. They began to develop a feeling for the reference collection.

Students also signed up for a choice of one out of three projects that would have input for the library, as well as being a learning experience for them. Guided by a project design, they could take on a book-selection project (collection development in an area of interest to them), create and construct displays, or develop bibliographies for the vertical file, again in subject areas of interest to them. By this participation, they learned how to evaluate materials, they learned how to attract attention to important resources and how to decide resources were important, and they learned more about how to put the tools of bibliography to good use. In addition, students almost always cooperated in publishing a bibliography of the resources they found most useful in their seminars and/or labs. Several planned and wrote a student library handbook. An artist in the seminar group created an amusing bird's-eye view of the library for its cover. The *students*—not the librarian—created input for the library.

They experienced what a library is all about; it is felt that this affected positively their commitment to "library" and their own expectations of library—their critical faculties.

ENCOURAGEMENT OF CONCEPTUAL THINKING

In part, the preceding tenet gets into this one. It is worthwhile to communicate to students that a library is more than a place where information is gathered into neat learning packages. It is . . . civilization? . . . personal freedom? . . . heritage?

The generic-resources idea is an easily grasped concept that simplifies knowing how to use the library, and reduces thousands of possibilities for learning to the intelligent decisions involved in finding the necessary materials from only ten or 12 possible families of resources.

Another instance of encouraging conceptual thinking in the instructional program comes when students worked out "minicases" in the lab, after being graduated from factual problems. These were generated to show how the library responds to ideas or to a series of questions rather than isolated questions. Minicases usually involved discovery of many kinds of resources toward the development of a thesis.

Students can articulate other concepts in helping librarians to develop better libraries—if they are allowed to. Why shouldn't they give time to the thinking out of problems of accessibility, use of all media, and improving the quality of life in a library (environment)? They are the users. "The user defines the system."

Students in the program at Wabash were invited always to make suggestions for the improvement of the library and to articulate what the concept "library" meant to them. The library, in as many ways as possible, was presented to them as a gestalt for learning, not just as a collection of varied resources. They understood.

ABOLISHMENT OF THE MYSTIQUE

Too often, valuable library resources are considered out of bounds for students or not even considered as resources for students, "belonging" to technical services or available for faculty only. An attempt was made at Wabash to bring the whole library into the eminent domain via the seminar and in-house efforts.

Students learned how to use the shelf list along with the public catalog. They learned the use of *Books in Print*, the *National Union Catalog*, and the *Indiana List of Serials*. Tools previously, or at least too frequently considered part of the librarian's mystique ("I'll look it up for you"), were made accessible to them, even though they may have been physically kept in the office for use by staff. Old walls crumbled; the library became an open center. This possibility filtered through to freshmen in the seminars and to students who made use of in-house assistants, and in a way was a measure of the outreach of the student assistants.

PHASES IN TEACHING-LEARNING

There are stages of sophistication in using the library. Four-fifths of the instructional program really was devoted to learning how to find very specific,

narrow information—one step librarianship—through the use of one particular generic resource. It was intended to make all possibilities familiar ones.

In the week for indexes and abstracts, for example, students made many discoveries. An account of the Gulf of Tonkin incident could be found in the *New York Times Index*. A critique of *Steppenwolf* could be found in the *Essay and General Literature Index*. Studies on personal space were searched in *Psychological Abstracts*. These were all factual, and discovered through the use of one type of resource only, member "index" of the generic family.

But toward the last of the course of study, minicases were introduced that would require the use of more than one kind of reference tool, that were geared to the challenges of writing a paper.

Here is a minicase constructed in April 1973 for the second in-house program by a member of the first group who had volunteered to be a facilitator or coteacher for the second group:

> In the sixties, there was a play called *MacBird!* A student is doing a term paper on the play and wants to gain a critical understanding of it as a play itself, and then relate the production of the play to the First Amendment, discussing the political consequences of the issues involved. How would you "solve" this case?

One such challenge at the reference desk, as one student put it, would "open up a whole can of worms!"

Minicases require a weaving together of resources to collate the necessary information. They are like a lawyer's brief, gathering together the necessary information. In the program, they were the dress rehearsal for helping other students on-the-job.

CONCLUSION

An attempt was made at Wabash to develop a library program to match the needs of a liberal education. It is acknowledged in our discipline that one way of doing this is to develop a sense of sharing in instruction between faculty and librarian so that courses can be enriched by building need for library use into the fabric of the course. This is an area where a vast amount still needs to be done, and time allocated to do it properly. It is an area where faculty are apt to demur: "It can't be done that far ahead," and where librarians (including experimenters) are apt to be too bogged down to insist. This was true at Wabash just as anywhere else; the problem wasn't solved, but it was apparent.

The coordinating effort takes time. It is a scholarly effort that cannot easily be squeezed into an overprogrammed day. It requires a new look at reference work loads. Students are entitled to its benefits.

Supportive of the liberal arts idea in the first years of the Wabash program are the accent on the lateral quality of the library (the breadth of possibilities rather than the narrowness of "answer"); students' freedom to explore and their responsibility for their own learning; rejection of the authoritarian or prescriptive classroom style; acknowledgment, synectics-wise, of the creative

possibilities of sharing knowledge with peers; and respect paid to two-way communication between establishment and user.

Rather than being a "freshman program," the Wabash program might better be called "Project Awareness," indirectly affecting freshmen through model students and reaching out in widening circles to other students and faculty.

The infancy of the program certainly illustrated that learning to use the library well is not simply a matter of knowing Winchell.

NOTES

1. Patricia B. Knapp, quoted in "The Library, the Undergraduate, and the Teaching Faculty," a paper presented at the Institute on Training for Service in Undergraduate Libraries at the University Library, University of California, San Diego, August 17–21, 1970, p. 12.
2. Robert S. Taylor, *The Making of a Library: The Academic Library in Transition* (New York: Becker and Hayes, Inc., 1972), p. 6.
3. The term generic refers to the well-known "families" of resources—index, abstract, catalog, encyclopedia, dictionary, bibliography, handbook or companion, gazetteer, atlas, and also review and biographical resources. Such resources are also called gates, help, pathfinders, etc. Endless titles need not be memorized if the concept of generic resources is understood and one has knowledge of how/where to find them.
4. The programmed text utilized was *Library Skills: A Program of Self-Instruction* (New York: McGraw-Hill Book Co., 1970), a very good aid, but it was the hope of the librarian some day to write one specifically for these programs, one with a greater degree of sophistication and relevance to liberal arts undergraduates.
5. Carnegie Commission of Higher Education, *The Fourth Revolution: Instructional Technology in Higher Education; a Report and Recommendation* (New York: McGraw-Hill, 1972).
6. Henry M. Wriston, *The Nature of a Liberal College* (Appleton, Wisconsin: Lawrence College Press, 1937), pp. 64–65.
7. Constructed by Bruce Ong of Elkhart, Indiana, now a student at Oxford.

APPENDIX M

Utilizing a CLR/NEH Grant: A Report on Wabash College

Mr. Thompson presented this five-year summary of the project at a conference on bibliographic instruction conducted in April, 1975 at Wooster College. Conference papers will be published by Clio Press of Santa Barbara, California.

Utilizing a CLR/NEH Grant: A Report on Wabash College

As is probably the case with most academic libraries, for many years Wabash College used the typical methods of acquainting students with the use of the library. Short tours were given during freshman orientation and additional hours of time were used in freshman English to describe the card catalog, Readers Guide, and a few heavily-used reference books. Occasionally students in an advanced course came to the library as a class to learn about specialized resources.

There was enough dissatisfaction with the "conventional methods" by 1960 to warrant a search of the literature and reading or skimming nearly two hundred articles on library instruction. There was a dearth of new ideas and a similarity about the methods used to instruct students in library use. During the 1960's not much progress was made, but this was to change after Fred Cole and Foster Mohrhardt of the Council on Library Resources visited the campus in the fall of 1969. The results of a meeting with the president and librarian was the offer of the opportunity to apply for a matching grant of $50,000 to coordinate the use of the library with the instructional program of the college.

During the school year of 1969/70, the faculty discussed the adoption of a program of freshman seminars in which each entering student could have a choice of subjects (these were later renamed freshman tutorials, one required of each freshman, with the same general content). One of the ideas behind this program was to give freshmen an opportunity during their first year to take an elective course in addition to the required courses. Faculty were permitted considerable latitude in

selecting the content of the course; for example, library staff members taught courses on censorship and best sellers. The range of subjects was almost limitless but the course had to have educational content.

While freshman seminars were being planned the library committee held several meetings to discuss the content of a project to improve the use of the library in conjunction with the curriculum. It was finally decided that the most productive and meaningful type of bibliographic instruction would utilize the freshman seminars as a starting point. The project which was finally adopted was based on the relationship and to a much lesser degree, the connection with certain advanced courses. The library committee and library staff adopted the following guidelines:

1. Our methods will be for certain students at the beginning, but they will aim at being workable for all students.

2. We will not require the work of all students but we will try to insure that at some time in his four years at the college each student encounters work in which he will need the skills and the understanding that our project is designed to develop in him.

3. For the student, the work pays off when he displays his newly-formed critical judgment in his field.

4. The closer the tie between his field and the methods used in the project, the more effective the results are likely to be.

5. Wherever possible we will avoid such canned devices as anthologies, reading lists, lab manuals, and semester-long syllabi, and we will accentuate methods which capitalize on the library's facilities.

6. It is better to tie the library to a problem that arises in a particular course than to organize a separate course of instruction in the use of the library.

Integral to the library project is the thesis that a student would often listen to another student or seek him out for help before going to an older adult. Therefore, the professor for each seminar was asked to select an upperclass student as a seminar assistant and as a counselor for the students in the class. The student assistant selected was often a major in the area of study of the seminar. The selection and use of a seminar assistant was voluntary for the faculty member and was based on the need to use library materials in the course. The main tasks of the seminar assistant were to attend the meetings of the class, to help freshmen understand the kind of backup the library can provide in relation to course needs, to be available for consultation, and to be knowledgeable about the library in general.

To help the seminar assistant understand his responsibilities as well as to help him develop a library-centered relationship with his instructor, a three-day workshop was held at the beginning of each semester. The objectives of the workshop were (1) to communicate the place of the library in the intellectual development of every college student, (2) to give assistants experience in meeting research demands which would be relevant to their seminars, and (3) to provide an opportunity for the seminar instructor and his assistant to discuss the content and goals of their seminar and to increase their awareness of the possibilities of the library for meeting course objectives.

The training during the workshop consisted of selecting subjects relevant to each seminar and following the subjects through a series of types of reference materials. These materials were divided into categories

such as indexes, bibliographies, card catalogs, dictionaries, encyclopedias, handbooks, abstracts, and book review sources. Library staff members discussed the various reference sources, one at a time, and the student assistants followed through on the specific subjects. At the end of the workshop the student assistants had obtained a concentrated knowledge of reference sources and through the semester refresher sessions were given.

After two years it was decided that the workshops were too concentrated. The program was adapted for weekly two-hour meetings for eight periods. Instruction at each meeting was based on one or two categories of reference material with relevant problems or subjects. In addition to the instruction, student assistants were assigned regular hours at the reference desk.

Another aspect of the program was tried for three years but has been dropped. Student assistants were trained representing all living units, fraternities and dormitories, that requested them. The purpose was to have someone available in the living units that the students residing there knew personally and could consult about library research. The in-house assistants advertised their availability with signs on bulletin boards and by word-of-mouth. Though the plan was designed to take advantage of personal relationships, it seemed to make students more willing to approach the reference desk rather than to seek assistance within the living unit.

In addition to freshman seminars, student assistants have been supplied for other classes when requested. These have been largely in English and history; at present, all sections of Speech I use assistants to help in student research as well as in other aspects of that course.

Besides regular instruction and reference desk duty, student assistants are assigned special tasks. One of the most important has been compiling bibliographies. Other projects have included a computerized program on government documents, checking book reviews, selection of reference books, assistance with interlibrary loan, support activities for technical processing, videotaping special TV programs, developing the vertical file, helping reorganize the federal documents collection, and graphic arts work. The purpose has been to encourage student assistants to have the widest possible knowledge about library questions.

One of the important aspects of the program is the element of choice. The faculty member decides what he wants to teach as a tutorial. Although the freshman is required to take one tutorial, he has the choice of a dozen or more during two semesters. If the seminar instructor assigns research projects or problems, the student can usually choose his own subject. If the library staff and seminar assistants do their job well, the freshman can use a wide range of library materials.

One of the hopes for the plan was to cover as many students as possible. When the freshman seminars were first started it was thought that most first-year students would enroll, even though the course was voluntary, but this was not the case. There were some faculty members who chose not to use seminar assistants, presumably because they did not make much use of the library resources. A few faculty members teaching upper-level classes have used assistants but they have not appreciably increased the total number of students covered. During the school year of 1974/75 the beginning speech course, which enrolls more than half of the first-year students, used library assistants to help locate materials for several speeches during the

semester. The plan will continue during 1975/76. Part of the instruction will be a twenty-minute videotape prepared in the library during the summer of 1975.

The five-year period for the grant from the Council on Library Resources expired in the summer of 1975. The college will continue to support the project on a slightly more limited basis in the foreseeable future. During the spring of 1975 questionnaires were sent to students who enrolled in all the courses that used library assistants; to library assistants who helped in the project; and to faculty members who taught the course. From these questionnaires and other materials an evaluation will be made as a final report to the CLR. The information collected should gage the value of the project to the people who participated and produce some guidelines for future direction.

During the school year of 1975/76 the library will continue to supply assistants for the faculty members who teach freshman tutorials. In addition, the reference librarian and the librarian will team-teach a tutorial on bibliographic instruction, an elective course entitled "Literary Investigation." The main objective will be to inform freshmen about the use and value of library research in their college work. Library materials will be used in conjunction with projects or research studies chosen by the student. Other parts of the course will include brief sections on the history, publication, and distribution of books; protection of literary property; intellectual freedom; and the compilation of bibliographies.

Many things have happened in the library itself that may not be apparent except to those who are closely related to and use the library. There is a much greater awareness on the part of the library staff of the need to make library service easier and better for the patron. The single

most important event was the appointment of a reference librarian in 1970, the first time for this position in the college. The library is a partial depository for federal documents but the collection had never been fully organized. A documents expert was consulted and now the collection is much more fully cataloged and indexed. The atmosphere created by the project necessitated a closer look at the methods of cataloging and upgrading of the card catalog. During the school years 1973/74 and 1974/75, all non-professional library staff members were given reference instruction similar to that given to library assistants. Starting in 1975/76 they will all probably work at the reference desk a few hours each week. Other changes are the compilation of indexes; reorganization of certain aspects of circulation work; and more library publicity through the use of signs, handbooks, and handouts.

Until the questionnaires have been analyzed, there will be no concrete evidence as to the value of the project but preliminary results indicate that it has assisted many people in understanding more about the value of library materials in the instructional program of the college. Former students have indicated that what they learned has been extremely helpful in graduate school. Others have said they were amazed how much more there was to a library besides the card catalog and encyclopedias. One faculty member has said "it is the best thing the library has done." There have also been neutral and negative remarks. Several of the assistants have at one time or another expressed interest in library school. One now has a library degree and another will use the project as a basis for his M.L.S. thesis. Those close to the project believe that it has been a success but the real answer will not be

known until the final evaluation is completed.

Donald E. Thompson
Lilly Library
Wabash College
July 1, 1975